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ABSTRACT

This supplement to the 1977 literature guide contains 250 citations of reports, journal articles, and dissertations discussing college-level learning for which students or potential students might seek credit. It is organized into five parts. Part A covers experiential learning programs; Part B focuses on student learning; Part C is an alphabetical listing of all annotated references; Part D lists references received too late to annotate; and Part E is a subject index based primarily upon Educational Resources Information Center (ERIC) descriptors. Topics included in Part A are: rationale and history of experiential learning; types of programs; program planning and implementation; program evaluation; faculty resources; and financing. Part B is organized around a six-stage student assessment framework: identification, articulation, documentation, measurement, evaluation, and transcription of academic records. Whereas the 1977 guide was selective, this supplement attempts to be comprehensive, excluding only items that did not appear to be readily available. (Author/CP)

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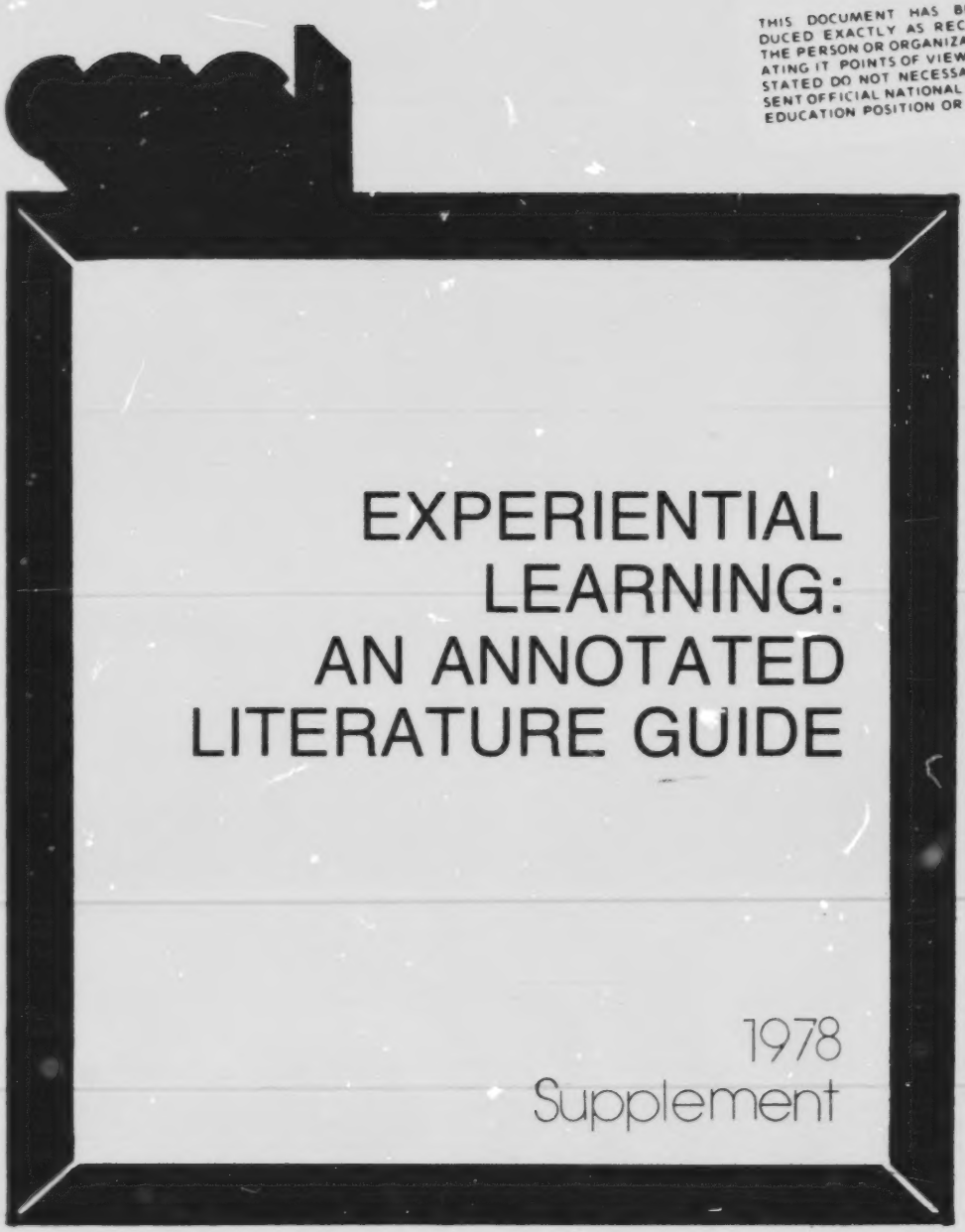

EXPERIENTIAL LEARNING: AN ANNOTATED LITERATURE GUIDE

1978 Supplement

Council for the Advancement of Experiential Learning

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CAEL is tackling five major concerns for institutions of higher education: recognizing learning wherever it occurs, getting learners into active encounters with the realities they study, improving practices in the assessment of learning, clarifying college learning outcomes, and doing these things in cost-effective ways. National and sectional assembly meetings, where a workshop format is typically employed, provide twice yearly opportunities for sharing significant developments among member institutions, for expert assistance, and for thinking through diverse points of view. A five-year Institutional Development Program, carried on with major support from the Kellogg Foundation, currently serves approximately two hundred member institutions. These institutions and other CAEL members have access to PEERS, a Panel of Experiential Education Resources for assistance in program and professional development efforts, and other resources. An extensive publications program undergirds these activities. In addition, a study of the Ford Foundation program to assist selected black colleges is being carried out under CAEL aegis. The Lilly Endowment has funded a two-year project providing support for fifty colleges to clarify college learning outcomes. The Fund for the Improvement of Post Secondary Education has provided support for an individualized, self-directed faculty improvement program.

For more detailed information about CAEL and the programs and publications, write to **CAEL,** American City Building, Suite 212, Columbia, Maryland 21044.

EXPERIENTIAL LEARNING

AN ANNOTATED LITERATURE GUIDE

1978 SUPPLEMENT

Edited by

Jane Porter Stutz and Joan Knapp

Educational Testing Service

Council for the Advancement of Experiential Learning

ERIC Clearinghouse on Tests, Measurement and Evaluation

November 1978

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CONTENTS

	Preface	iii
	Contributors	vii
Part A.	Experiential Learning	
1.	Rationale and History	1-1
2.	Types of Programs	2-2
2A.	Experiential Learning in the Classroom	2A-1
3.	Program Planning and Implementation	3-1
4.	Program Evaluation and Quality Assurance	4-1
5.	Faculty as Resources	5-1
6.	Costs and Financing	6-1
Part B.	Assessment	
7.	Identification	7-1
8.	Articulation	8-1
9.	Documentation	9-1
10.	Measurement	10-1
11.	Evaluation	11-1
12.	Transcription	12-1
Part C.	Alphabetical Listing of all Annotated Entries	C-1
Part D.	References Received Too Late to Annotate	D-1
Part E.	Subject Index	E-1

PREFACE

In 1977 CAEL, as the Cooperative Assessment of Experiential Learning, published Experiential Learning: An Annotated Literature Guide as a CAEL Project Report. Early in 1978, Morris Keeton, Executive Director of the new CAEL (Council for the Advancement of Experiential Learning) asked that a supplement be prepared, which would not duplicate the content of the earlier document but rather provide a completely new set of references.

Material for this 1978 supplement was solicited from the CAEL membership. Contributors forwarded references and annotations, which were reviewed by the editors, categorized, and edited. In addition, a search was made of the ERIC (Educational Resources Information Center) data base, and all relevant annotations from that source were categorized, edited, and included. The accuracy of the CAEL - contributed references in Parts A, B, & C was verified. For the ERIC references, we assumed information in the data base to be accurate. Authorship of individual annotations is not indicated; instead a list of contributors appears on pp. vii-viii.

Whereas the 1977 guide sought to be selective, this 1978 supplement sought to include all items that might possibly be of interest to anyone involved in experiential education or the assessment of experiential learning. We did not limit ourselves to the most recent years, and we excluded only items that did not appear to be readily available, either through ERIC or otherwise.

Many references contain an ERIC Document Reproduction Service number and price information. The HC in these references refers to "hard copy" (paper) and the MF to "microfiche." Documents can be ordered in either form by writing to ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (phone 703-841-1212). In other references, price and/or specific order information are given whenever that information was provided to us.

The 1977 guide was organized into three parts; this supplement is organized into five: Part A covers experiential learning and experiential education; Part B treats literature on assessment; Part C is an alphabetical listing of all annotated references; Part D is a list of references received too late to annotate; and Part E is a subject index.

Each section in Parts A and B consists of citations and annotations listed alphabetically by author. Each item is annotated only once--in the section to which it seems most relevant--but the reference may appear in more than one section. Numbers in parentheses following a reference or an annotation indicate other sections to which the referenced item applies. An underscored number indicates the section in which the item is annotated. For example, the notation (7,8,<u>10</u>) after a reference in Section 2 means that the item is relevant not only to that Section, but also to Sections 7, 8, and 10, and is annotated in Section 10. To facilitate use, pages are numbered separately in each section, e.g., Section 1 begins with page 1-1, Section 2 with page 2-1, etc.

Part A: Experiential Learning

All learning involves experience, but for the purpose of this guide "experiential learning" refers to that learning in which the learner deals directly with the realities being studied or practices the skills being learned. While much, perhaps most, such learning occurs outside the classroom--in work settings, communities, or self-directed accomplishments--it need not do so in many types of learning. It emphasizes performance as well as theoretical understanding, and as an aid to theoretical understanding, and recognizes the importance of both. This year a special sub-section (2A) has been included covering experiential learning in the classroom. Although the concept of experiential learning is valid at any educational level, with or without academic recognition, this document focuses on college-level learning for which students, or potential students, might seek academic credit. Occasionally secondary school references are cited if they have implications for the post-secondary level.

Section 1, Rationale and History, covers those concepts drawn from human development, psychology, sociology, and educational philosophy that justify the integration of experiential elements into a learning plan.

Section 2, Types of Programs, touches on the wide variety of forms that experiential learning may take. It deals both with experiential programs sponsored by institutions for their matriculated students and with programs that assess independent, nonsponsored (usually prior) learning for college credit. Sub-section 2A--a new addition this year--deals with Experiential Learning in the Classroom.

Section 3 treats Program Planning and Implementation including problems, procedures, and models for integrating new programs into existing institutional frameworks and preparing students for out-of-classroom learning experiences.

Section 4, Program Evaluation and Quality Assurance, involves the important process of monitoring programs in order to improve effectiveness and to maintain standards of quality for the benefit of the institution, the students, and third parties. The evaluation of student outcomes is especially useful in this process.

Section 5 focuses on the development and use of Faculty as Resources--a crucial element in the experiential learning process. Faculty function as providers of experiential learning opportunities, assessors of their outcomes, and evaluators for credit and recognition.

Section 6 deals with Costs and Financing--especially the problem of cost effectiveness.

Part B: Assessment

Assessment in this context is related to student learning rather than assessment of programs. In experiential learning programs, traditional assessment problems are normally compounded by the highly individualistic nature of the learning and sometimes by the absence of close faculty supervision. This Part of the supplement is organized around a six-stage framework developed by CAEL for viewing the assessment process. These stages apply to all experiential learning assessment, although some steps are more important than others, the order may vary, and the stages may overlap.

Identification (Section 7) refers to identifying the learning acquired through experience and defining what learning is of college level.

Articulation (Section 8) means relating that learning to a degree program or other educational goals.

Documentation (Section 9) entails adequate verification through a descriptive record or evidence that an experience with learning potential or learning took place. (It is important to recognize that documentation is only one stage in the assessment process and is not, in and of itself, proof that learning occurred.)

Measurement (Section 10) involves determining the nature and extent of the learning.

Evaluation (Section 11) means deciding whether the learning meets certain standards and whether (or how much) credit should be awarded.

Transcription (Section 12) is describing the learning concisely and recording it appropriately for the student and for third parties.

Part C: Alphabetical Listing of All Annotated Entries

This alphabetical list includes all the references that are annotated in Parts A and B. Each reference is followed by a number or numbers indicating the section(s) in which it is relevant. An underscored number shows in which section the item is annotated.

Part D: References Received Too Late to Annotate

This section--a new addition this year--consists of a set of citations received after the bulk of the work on this supplement had been completed. They have been reproduced just as they were received, except for some minor changes in format. If a 1979 supplement is produced next year, it is likely that these references will be checked, annotated, and categorized. They are included here in order to give the reader the most complete set of information available at this time.

Part E: Subject Index

This index--also new this year--was prepared by Eleanor Horne of the ERIC Clearinghouse on Tests, Measurement and Evaluation. It is based on descriptors (subject terms) used in the ERIC system and serves as an index to the annotations in Parts A and B. Up to seven subject terms may be assigned to each entry. The notations in the subject index refer to page numbers and author's last name.

Acknowledgments

The efforts of many people went into the preparation of this supplement. We are grateful to CAEL, Educational Testing Service, and the ERIC Clearinghouse on Tests, Measurement and Evaluation (funded by the National Institute of Education) for their support. Morris Keeton suggested that the supplement be prepared, made it possible, and reviewed sections of the manuscript. James Wilson of Northeastern University, John Duley of Michigan State University, and Arthur Chickering of the Center for the Study of Higher Education at Memphis State University reviewed the list of references for completeness. Diana Bamford-Rees of CAEL contributed references, reviewed sections of the manuscript, and handled production of the completed document. Eleanor Horne of ERIC prepared the subject index and provided the computerized search of the ERIC data base. Celeste Gibilisco, Mary Halasz, Peggy McGarvey, and Kandy Olbrick of ETS assisted with typing, proofing, and checking references. Maryann Cochran of ETS prepared several drafts and final copy on an automated word processing machine. Our thanks to all these people and last but not least to those listed on the following pages who contributed the references and annotations that form the heart of the supplement.

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PART A. EXPERIENTIAL LEARNING

SECTION 1. RATIONALE AND HISTORY

A consideration of the rationale and historical antecedents of the recognition of experiential learning is essential for program planners since it can serve as a strategy for bringing experiential education to the attention of faculty and administrators, as well as a foundation for good practice in assessment and evaluation. References in this section cover the relationship of experiential learning to nontraditional education, human development, educational philosophy, the world of work, and adult education. The pros and cons of the inclusion of experiential elements in educational programs are discussed in several of the cited works.

Arnold, D. S., & Others. Experiential education: A new direction for an old concept. Papers delivered under the Sponsorship of the Humanistic Psychology Division at the 81st Annual Convention of the American Psychological Association, August 1978. (ERIC Document Reproduction Service no. ED086079. EDRS price MF-$0.76 HC-$1.95 plus postage.)

(2)

California State University and Colleges. The 1,000-mile campus. Los Angeles: Author, 1972.

This publication contains a collection of prevailing thought on degree opportunities and innovation related to the idea of an external campus, both nationally and within the context of the California State University and Colleges system. Most articles are based on the addresses of principal conference speakers at the Conference on External Degree Programs at California State Polytechnic College, Pomona, in the early 1970's.

(2)

SI 13

Cheren, M. A manual for program advisors. Washington, D.C.: Campus-Free College, 1978.

Although designed to be an aid to program advisors in a specific campus-free nationwide program, the material is useful to advisors in any individualized postsecondary program. Examines methodology, issues, and problems involved in working with students in an individualized, experientially-based educational system.

(2,7)

Corey, J. F. (Ed.) A brief history of service-learning internship programs Raleigh: North Carolina State Board of Higher Education, 1972. (ERIC Document Reproduction Service no. ED070375. EDRS price MF-$0.76. HC-$1.58 plus postage.)

(2)

Cross, K. P. Accent on learning: Improving instruction and reshaping the curriculum. San Francisco: Jossey-Bass, 1976.

The author selects the most promising programs from over 1,000 studies of teaching, learning, and student development, and suggests practical ways they can be applied to the improvement of education. She also presents a new model of education that demands academic excellence yet accommodates student differences by reshaping curriculums and using new instructional strategies.

(2)

Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-$0.83 HC-$3.50 plus postage.)

(2,5,6)

Fram, E. H., & Others. Connaitre and savoir: Scholarship and workmanship. A presentation to the Adult Education Research Conference, Toronto, Ontario, April, 1976. (ERIC Document Reproduction Service no. ED123380. EDRS price MF-$0.83 HC-$1.67 plus postage.)

William James drew a distinction between knowledge of a subject (experiential knowledge gained in every trade and profession) and knowledge about a subject (knowledge resulting from sustained, systematic study or scholarship). Scholarship plus workmanship serves to integrate both kinds of knowledge. The document contains three papers which present the following issues central to both adult education and James' statement: 1) where to look, 2) need to know, and 3) what to know in relation to knowledge of and knowledge about adult students. The paper on where to look describes demographic and psychographic analyses and the use of a marketing needs approach to provide information in relation to knowledge of and knowledge about the adult learner. The second paper discusses knowledge of and knowledge about an adult student's need to know, which is seen as concerned with the human as well as economic developmental stages of the adult learner and calls for a flexible learning situation (including experiential learning) to meet those needs. The third issue concerns what to know and its many dimensions including curriculum and appropriate instructional strategies. A task force approach for designing a more flexible learning environment is described.

(3)

Goldstein, M. B. Federal policies towards experiential education. Unpublished manuscript, 1977. (Available for $1 postpaid from the Postsecondary Education Convening Authority of the Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036.)

(6)

Graham, R. Youth and experiential learning. Chapter IX in Youth: The seventy-fourth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1975.

Evaluates "action learning" as promising but generally unsubstantiated in its effects. Purported efforts to match student characteristics to the learning situation have not systematically occurred or been effective when they have been attempted. The author argues for the "cognitive-developmental approach to education which defines the aim of education as the stimulation of the next step of development rather than as the transmission of information or indoctrination to fixed social values." The author provides an example of action-learning assignments which could be related to the social role-taking and moral judgment stages proposed by Selman and Kohlberg respectively.

Hall, G. E., & Jones H. L. Competency-based education: A process for the improvement of education. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

(2,3)

Hamilton, I. B. The third century: Postsecondary planning for the nontraditional learner. Princeton, N.J.: Office of New Degree Programs, Educational Testing Service, and College Entrance Examination Board, 1976. (ERIC Document Reproduction Service no. ED 125502).

(6)

Heermann, B. C. Cooperative education in community colleges. San Francisco: Jossey-Bass, 1973.

(2,3)

Heermann, B. C. Experiential learning in the community college (Topical Paper No. 63). Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, 1977. (ERIC Document Reproduction Service no. ED140909. EDRS price MF-$0.83 HC-$4.67 plus postage.)

(2)

Hoyt, K. B. Career education and work experience education: Can we join together? Speech presented to the Western Association of Cooperative and Work Experience Educators, Las Vegas, Nevada, February 1976.(ERIC Document Reproduction Service no. ED130043. EDRS price MF-$0.83 HC-$1.67 plus postage.)

Career education and work experience education are discused in terms of the common goal of education and preparation for work, and three basic common values: 1) The importance of work both to individuals in society and to society itself; 2) the need for and potential of experiential learning; and 3) the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities. Basic career education concepts are compared with work experience concepts. The concept of work, as a humanizing term, is discussed, along with implications for change in the role and function of work experience educators. One point noted is that the career education concept considers work experience, in addition to that found in classrooms per se, to be an important opportunity to be made available to all students.

Keeney, W. Cooperative education in the liberal arts. Liberal Education, 1975, 61, 427-438.

Explains how cooperative education can help achieve the purposes of the liberal arts when the two are properly related to each other through careful planning and administration. Cooperative education (experiential learning) can supplement the theoretical learning of the classroom and complement its critical, evaluative, and rational tendencies.

Knowles, M. The adult learner: A neglected species. Houston: Gulf Publishing, 1973.

Reviews traditional theories about learning and describes the resulting teaching practices in traditional schooling. The book provides experienced trainers and educators with sound theory to support the familar notion that adults must be treated differently from the way children and youth have traditionally been treated in schooling. New workers in the field will find guidelines for selecting and training teachers which might result in greater cost-effectiveness in their work.

Kray, E. J. Experiential learning assessment--A sourcebook for post-secondary institutions. Media, Pa.: Delaware County Community College, 1977.

(2,3,5,6)

Kronick, R. F. Academe: Internship: The delicate balance. Journal of Sociology and Social Welfare, 1974, 1, 130-134.

(2)

Lynton, E. A. Acceptability of field experience in traditional institutions. New Directions for Higher Education, 1974, 2(2), 95-102.

Discusses issues related to the acceptability of off-campus experiential learning --cost, academic respectability, prior learning --and makes practical suggestions for dealing with them. The challenge to traditional institutions, Lynton feels, is to transform separate experiences into constructive experiential learning, integrated into the overall education.

Medrick, F. W. Outward Bound and higher education. A rationale and outline for college development. Greenwich, Conn.: Outward Bound, Inc. (Available for $.50 from Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830. ERIC Document Reproduction Service no. ED129518. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

(2,3)

Milton, O. Teaching or Learning? Washington, D.C.: American Association for Higher Education, 1971. (Available from Publications Department, American Association for Higher Education, O[illegible] Dupont Circle, Suite 780, Washington, D.C. 20036. ERIC Document Reproduction Service no. ED053685. EDRS price MF-$0.76 HC-$1.58 plus postage.)

A summary of research on teaching and learning. Shows that most studies on teaching methods conclude that there are no significant differences between the various teaching methods and student achievement because investigators have concentrated on teaching and have ignored learning and the learner. The research omits investigations of what courses and subject matter areas promote critical thinking and a spirit of inquiry, and how students can be helped to become independent learners. One of the best examples of a new approach for both conceptualizing the issues and investigating them is the Instructional Gestalt. Many of the recently introduced approaches to instruction can be grounded into three categories: 1) personalized, individualized to process instruction; 2) experiential learning; and 3) acceleration programs. Results of this recent research point out that the role of the instructors must be altered and broadened. There can be a dramatic decrease in dispensing content and lecturing in the classoom without any decrease in the quality of learning.

Milton, O. Alternatives to the traditional. San Francisco: Jossey-Bass, 1976.

Discusses how students learn and teachers teach and the often rather large gap between. Presents research evidence that many traditional teaching practices are in fact hindrances to learning.

Mowrer, J. L., & Folks, H. C. Impact of enrollments and student body composition on academic program, design and delivery. Position Paper on Nontraditional Educational Programs. East Lansing: Michigan State University, 1977.

Discusses history and rationale relating to development of nontraditional programs and sets the stage for Colleges of Agriculture and Human Resources to assume their responsibility in meeting the education needs of nontraditional learners. Includes a brief review of some existing programs.

Muzik, D. Design, implementation, and evaluation of Taylor University's Christian Education Internship Program. Upland, In.: Taylor University, 1977.

(2,4,10)

Rippetoe, J. K. The undergraduate education in sociology: A case for experiential learning. Teaching Sociology, 1977, 4(3), 239-250. A conceptual framework is presented to help sociology departments define more clearly the issues surrounding employment opportunities for sociology majors. Sociology departments should redefine educational objectives and identify a body of skills graduates should possess, offer students supervised fieldwork experiments, and give students full support and encouragement in identifying career goals.

(3)

Schlesinger, M. A. Reconstructing general education: An examination of assumptions, practices, and prospects (CUE Project Occasional Paper Series No. 2). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

Critiques educational theories and curricular practices that have been tailored to the perceived requirements of the student as a developing human being in a search for what is "general" about general education. The author concludes his survey of assumptions and practices with a commentary on competency-based general education and general education's importance in a "surviving society."

(2)

Seiniger, W. B. Liberal arts and career development, 1976. (ERIC Document Reproduction Service no. ED129203. EDRS price MF-$0.83 HC-$1.67 plus postage.)

Advocates a new perspective that focuses on higher education as the acquisition of basic and general skills rather than the acquisition of either knowledge per se or narrow technical or occupational skills alone. Skill is defined by the author as the ability to use one's knowledge effectively and readily in execution or performance; career is defined as a course of continued progress, a profession, or calling. Their interrelationship is pyramidal, with skills leading toward careers. It is suggested that emphasis is needed on basic general skills, with efforts made to show students how these can be applied to certain career jobs in a practical way. An example of a liberal arts college offering a specialty in transportation planning and analysis is given and recommended courses are listed.

(2)

Sexton, R. Experiential education and community involvement practices at the postsecondary level: Implications for career education (Report No.: P00760303) Washington, D.C.: Office of Career Education, U.S. Department of Health, Education, & Welfare, 1976. (ERIC Document Reproduction Service no. ED138771. EDRS price MF-$0.83 HC-$3.50 plus postage.)

Four themes are developed based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom): 1) a typology of experiential education and community involvement practices; 2) an overview of selected exemplary experiential education and community involvement practices and programs; 3) critical issues of experiential education as they relate to career education; and 4) recommendations for federal activity to enhance experiential education as it relates to career education. Major types of experiential education discussed are cooperative education, internships (preprofessional and general education), field experience, cross-cultural field experience, policy research experiences, and national youth service. The following critical areas are discussed and provide the rationale for the recommendations made: 1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities; 2) limited opportunities in the world of work; and 3) the disadvantaged student.

(2,3,11)

Shirk, S. L. Integrating work and study in Chinese education. Liberal Education, 1977, 63, 271-83.

The work-study model has been a constant feature of Chinese education. Its goals and results are discussed with regard to lessons for foreign educators and policymakers. Focus is on access, economic benefits, and transforming values.

Sigmon, R. L. Service-learning: An educational style. Raleigh: North Carolina Internship Office, 1970. (ERIC Document Reproduction Service no. ED086076. EDRS price MF-$0.76 HC-$1.58 plus postage.)

Presents a rationale for experiential learning. Service-learning programs and internships in North Carolina are described in light of their objectives, the role of agency colleagues, the role of faculty counselors, the students, and criteria for evaluation.

(2)

Society for Field Experience Education. Founding conference: Society for Field Experience Education. Papers presented at the Founding Conference for the Society for Field Experience Education, Hofstra University, Hempstead, N.Y., November 1972. (ERIC Document Reproduction Service no. ED089561. EDRS price MF-$0.76 HC-$1.95 plus postage.)

(2,3)

Sugg, M. Explorations in experiential learning. Pittsburgh: University Urban Interface Program, University of Pittsburgh, 1973. (ERIC Document Reproduction Service no. ED077391. EDRS price MF-$0.76 HC-$6.97 plus postage.)

(2)

Torbert, W. R. Learning from experience toward consciousness. New York: Columbia University Press, 1972.

The author proposes that there are four different and related levels of human experience: the world outside, one's own behavior, one's internal cognitive-emotional-sensory structure, and consciousness. Categories for interpreting the verbal behaviors conducive to experiential learning are presented. A quantitative behavior-scoring procedure is outlined for determining inner processes as reflected in verbal behavior.

Valley, J. R. Career education of adults. Washington, D.C.: National Advisory Council for Career Education, U.S. Office of Education, 1977. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 017-080-01736-9. ERIC Document Reproduction Service no. ED141611. EDRS price MF-$0.83 HC-$4.67 plus postage.)

Prepared for the National Advisory Council for Career Education, this paper offers a broad view of the current practice of career education of adults, drawing on statistical information that indicates millions of adults are engaged in diverse kinds of educational activity. The paper defines the terms "adult" and "career education" and discusses a structure for the domain of career education of adults. Information about aspects of career education of adults other than instructional, such as counseling, career development, and job placement, is reported. The point is made that career education for adults depends not only on activities based in educational institutions but also on a wide variety of services by agencies outside colleges, universities, and other postsecondary teaching institutions. Three examples of such services used to illustrate this point are educational brokering, educational assessment and credentialling, and experiential learning.

Vermilye, D. W. (Ed.) Relating work and education: Current issues in higher education 1977. San Francisco: Jossey-Bass, 1977.

(2)

Wegner, G. G. Experiential learning: Theory and postulates as reflected in John Dewey's theories of learning and experience (Doctoral dissertation, University of North Dakota, 1976). Dissertation Abstracts International, 1977, 38101-A, 222-A.

This study was undertaken to develop a philosophical and theoretical foundation for experiential learning programs and to present postulates for the development and implementation of experiential learning programs in school settings. The philosophical and theoretical foundation has been developed in the theories of learning and experience of John Dewey. The postulates evolved from the study of the writings of John Dewey and a review of experience-based programs.

Wilson, J. W. On the nature of cooperative education. Journal of Cooperative Education, 1970, 6(2), 1-10.

A conceptualization of the fundamental meaning of cooperative education, apart from the function of implementation. Cooperative education is defined as "a strategy of non-scholastic work incorporated into the curriculum and carried out by students, the object of which is to assist students to meet those developmental goals appropriate to their age level."

Witham, W. F., Jr. Can experiential education be compatible with the liberal arts curriculum? The Little Forum, 1977, 1, 4-6.

Argues that experiential education can be integrated with a traditional liberal arts curriculum and still meet the twofold objective of protecting the integrity of tradition while meeting the educational demands of contemporary society. The article emphasizes the values assessment role of experiential education.

SECTION 2: TYPES OF PROGRAMS

An overview of the types of experiential programs offered by institutions can be helpful to individuals planning new programs or to those who have programs in operation and are looking for ways of changing their present offerings. This section is not an all-inclusive catalogue of specific operational programs which are experiential or have experiential components although some directories of programs are included. Citations include descriptions of general types of programs such as prior learning, sponsored experiential learning, external degree, and contract learning as well as several specific program descriptions. There are also references which explain how out-of-classroom experiential learning can be incorporated in various disciplines such as social work, gerontology, agriculture, and the arts. A special sub-section (Sub-Section 2A) treats experiential learning in the classroom.

Arnold, D. S., & Others. Experiential education: A new direction for an old concept. Papers delivered under the Sponsorship of the Humanistic Psychology Division at the 81st Annual Convention of the American Psychological Association, August 1978. (ERIC Document Reproduction Service No. ED086079. EDRS price MF-$0.76 HC-$1.95 plus postage.)

Three papers presented at the 1973 annual meeting of the American Psychological Association. Includes a brief overview, an introduction to the concept of experiential education, an exploration of three modes of experiential learning, a discussion of the application of the concept both to general and professional education, and a description of a successful three-year effort at the University of Kentucky to establish a university-wide, centrally coordinated program of experiential education.

(1)

Bailie, R. C., & Wales, C. E. PRIDE: A new approach to experiential learning. Engineering Education, 1975, 65, 398-402.

Describes an approach which integrates experiential learning with the study of subject matter. The foundation of this program is a systems design called SAM, Self-Actualized Model. Presents design details of the program and an initial evaluation.

(3,4)

Brown, S. J. Cooperative education and career development: A comparative study of alumni. Boston: Northeastern University, 1976.

(4)

California State University and Colleges. The 1,000-mile campus. Los Angeles: Author, 1972.

(1)

Cheren, M. A manual for program advisors. Washington, D. C.: Campus-Free College, 1978.

(1,7)

Corey, J. F. (Ed.) A brief history of service-learning internship programs. Raleigh: North Carolina State Board of Higher Education, 1972. (ERIC Document Reproduction Service no. ED070375. EDRS price MF-$0.76. HC-$1.58 plus postage.)

Describes the activities of the North Carolina Internship Office, supported by the State of North Carolina, and includes: 1) development of regional service-learning programs in Appalachian North Carolina; 2) assistance with urban university model programs in Charlotte and Winston-Salem; 3) liaison with existing and newly created student internship programs and their managers; 4) development of issue-focused internship programs in planning, health, law, and the environment; and 5) planning, advocacy, and evaluative review.

(1)

Council on Social Work Education. The dynamics of field instruction: Learning through doing. New York: Author, 1975. (Available for $3.50 from Council on Social Work Education, 345 E. 46th St., New York, New York 10017. ERIC Document Reproduction Service no. ED 121223. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

These eleven papers cover experiences in a variety of graduate and undergraduate social work field settings. They examine in detail students in a rural setting, students in a field research project, students in a generic field instruction program, students in a community-based practicum, and students in a psychiatric setting. One paper details the development of a field instruction model for social administration and another examines a student-designed practicum. The role strain of both agency-based and school-based field instructors is also discussed.

Cross, K. P. Accent on learning: Improving instruction and reshaping the curriculum. San Francisco: Jossey-Bass, 1976.

(1)

Cytrynbaum, S. Project Outreach: An approach to human relationships, experiential learning and community action in the introductory psychology course. Paper presented at the American Psychological Association Convention, Washington, D.C., September, 1969. (ERIC Document Reproduction Service no. ED043915. EDRS price MF-$0.76 HC-$1.58 plus postage.)

Project Outreach was developed by teaching fellows in psychology at the University of Michigan. The program gives students the opportunity to participate in: 1) diverse service or social action activities; 2) experiential-oriented educational and growth opportunities; or 3) a number of discussion groups, the content of which is highly nontraditional for an introductory psychology course. The current scope of the program is elaborated and a selected listing and brief description of the projects included. General discussion focuses on: 1) the peer group model of supervision utilized in the program; 2) self-report data which suggests that program casualties anticipated by skeptics did not materialize; 3) the continued workability of the program in spite of its size and complexity; 4) the question of how to integrate student experiences with course content; and 5) concerns of students centering on their short-term community involvement. The report concludes that an effort such as Project Outreach has implications for both teacher-student relationships and for the joint education-community institutional partnership.

Dantes. Independent study catalog. Pensacola, Fl.: Defense Activity for Nontraditional Educational Support, 1977.

A comprehensive catalog including the following directories: 1) Directory of Independent Study High School Courses - a listing over 2300 courses from 31 regionally accredited institutions and one state agency. March 1977. 2) Directory of Independent Study College and University Courses - a listing of approximately 7000 independent study courses which are grouped by subject areas. March 1977. 3) Directory of Independent Study Graduate and Noncredit Continuing Education Courses. Graduate courses which are available in an independent study format are listed by subject and by institution. The noncredit continuing education courses listed are primarily for those persons in pursuit of occupational or professional objectives. 4) Directory of Independent Study Institutional Information College and University Policies and Courses. Lists the policies of institutions and lists the independent study courses by institutions. 5) Directory of Institution Credit by Exam Programs. A listing of high school as well as college credit-by-examination programs by subject matter and by institution.

Fehnel, R. A., & Sundberg, N. D. From apathy to awareness and action: A model for institutional development of sponsored and prior learning in a traditional university. Eugene, Or.: University of Oregon, 1976. (ERIC Document Reproduction Service no. ED144517. Best copy available; EDRS price MF-$0.83 HC-$3.50 plus postage.)

(3,6)

Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-$0.83 HC-$3.50 plus postage.)

A wide variety of experiential programs that may be used to expand educational experiences is presented. These include service learning internships, cooperative education, volunteer programs, field-based, independent study, practice, work-study, and University Year for Action. The participants represented in these proceedings outline the instructional characteristics of experiential learning; the rationales for combining work and learning; faculty involvement in experiential education; budgetary consequences of such programs, future directions for experiential programs; and some exemplary programs already in action.

(1,5,6)

Garrard, J., & Verby, J. E. Comparisons of medical student experiences in rural and university settings. Journal of Medical Education, 1977, 52(10), 802-810.

Results of the Patient Encounter Project are reported, which documented all clinical experiences of 36 medical students for seven months in the Rural Physician Associate Program and compared these experiences with those of a control group of 26 third-year students in the regular curriculum at the University of Minnesota.

Godfrey, R. A review of research and evaluation literature on Outward Bound and related educational programs. Paper presented at the Conference on Experiential Education, Estes Park, Colorado, October 1974. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED141039. EDRS price MF-$0.83 plus postage. Parts may be marginally legible due to small print of the original document. HC not available from EDRS.)

A rapid scanning of the state of the art of research and evaluation of Outward Bound and related educational programs. Initial comments outline criteria for assessing internal and external validity of studies. Distinctions are made between research, evaluation, measurement, judgement, and public relations. Summary of 29 works is presented in five categories: 1) studies of Outward Bound programs, 2) studies of related educational programs, 3) studies of programs for urban youth and delinquents, 4) non-empirical studies, and 5) recent work.

(4)

Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

A description of the UWW/UMass process for evaluating prior, non-sponsored learning, including philosophy and procedures and highlighting use of the process as an educational and diagnostic tool in the design of individualized bachelor's degree programs.

(7,10,11,12)

Hall, G. E., & Jones H. L. Competency-based education: A process for the improvement of education. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

The authors synthesize theory and the literature on competency-based education with their own extensive experience in developing CBE programs. Includes both the strengths and weaknesses of CBE and how the programs offer solutions to a variety of educational problems; shows how theory can be put into practice; illustrates with materials and approaches real, rather than theoretical, solutions to problems; describes existing CBE programs; lists key resources and references from the CBE movement; faces the issues involved in implementing CBE programs.

(1,3)

Harding, G., & Houser, S. The Centennial Educational Program. Interface Journal, 1974-75, 1(1), 23-29.

(5)

Harper, W. A. Community College of Vermont: Some impressions. Community and Junior College Journal, 1975, 45(8), 34-36.

Description of an unusual two-year college system in which there is no campus, no full-time faculty, no grades or credits. Students develop their own performance contracts, nontraditional courses are offered, and life experiences are counted toward a degree. Methods of finance and the lack of a model by which to evaluate success are the major problems confronting the system.

(4)

Heermann, B. C. Cooperative education in community colleges. San Francisco: Jossey-Bass, 1973.

(1,3)

Heermann, B. C. Experiential learning in the community college (Topical Paper No. 63). Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, 1977. (ERIC Document Reproduction Service no. ED140909. EDRS price MF-$0.83 HC-$4.67 plus postage.)

This monograph argues the need for incorporating experiential learning of many types into two-year college education. Several examples are used to illustrate the essential components of sponsored experiential programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. Specific requirements for a successful sponsored learning program include but are not limited to careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included.

(1)

Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

(7,8,9,10,11)

Hobgood, B. M. The concept of experiential learning in the arts. Education Theatre Journal, 1970, 22(1), 43-52.

Discusses four "modes" of teaching the arts--information, practical, interpretative, and critical; based upon a paper presented at a meeting of the American Education Theatre Association, August, 1969.

Hofer, B. K. The ethics of a public policy decision-making program: A final report to the Lilly Endowment. Unpublished manuscript, Office for Experiential Education, University of Kentucky, 1978.

(3,4)

Kray, E. J. The non-traditional student seeking assessment of experiential learning--who and why? Ed.D. Practicum, Nova University, 1976. (ERIC Document Reproduction Service no. ED121360. EDRS price MF-$0.83 HC-$4.67 plus postage.)

In order to identify characteristics and motivating factors of nontraditional students seeking to obtain college credit for practical experience obtained prior to college entrance, a questionnaire was distributed to 186 directors of experiential education programs in institutions participating in the Cooperative Assessment of Experiential Learning (CAEL) project (return rate = 44%). A similar project questionnaire was distributed to 305 students who had applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College (Pennsylvania) during 1975 (return rate = 23%). This document compares the mean age, income, highest education level attained, number of years since last formal schooling, sex ratio, marital status, employment status, major curriculum area, and motivations of the LEAP students to the national sample.

Kray, E. J. Experiential learning assessment--A sourcebook for post-secondary institutions. Media, Pa.: Delaware County Community College, 1977.

(1,3,5,6)

Kronick, R. F. Academe: Internship: The delicate balance. Journal of Sociology and Social Welfare, 1974, 1, 130-134.

Describes the ongoing debate between "traditional" scholars and those committed to experiential learning over the legitimacy of off-campus experiences as learning and how to evaluate these experiences as academic enterprises. Traditionalists hold fast to the tenets of on-campus learning stating that the off-campus projects are too often visceral in nature, guided by emotion rather than intellect. One academic department is described and the manner in which on-campus and off-campus learning experiences are interfaced is illustrated.

(1)

Kuhlman, C. Internship concepts and applications: A report to the Center for Urban Affairs. Bloomington, Ind.: Resource Development Internship Project, Indiana University, 1971. (ERIC Document Reproduction Service no. ED086101. EDRS price MF-$0.76 HC-$1.95 plus postage.)

Whether distinctively educational benefits flow to the intern himself and to the university depends upon how the internship situation is structured. A productive internship should be conceived neither as a participant-research situation nor simply as a routine work situation. Rather, internships should be conceived and structured to provide a locus for experiential learning related to the intern's academic background. In addition, the internship should augment the host organization's capacity to achieve its goals. Recommendations for specific internship programs for the Indiana University Center for Urban Affairs are predicated on the organizational constraints and opportunities presently facing the Center.

(3)

Lehman, T. Success after graduation: A study of the baccalaureate graduates of Empire State College. Saratoga Springs, N.Y.: Office of Research and Evaluation, Empire State College, 1974.

(4)

Lewchuk, R. C. (Ed.) National register of internships and experiential education. Washington, D.C.: Acropolis Books, 1977.

A guide to off-campus study programs, this book summarizes the present state of development of academic and professional internships, experiential education, and off-campus study in the U.S. A directory of institutions providing off-campus study is included as well as an annotated bibliography.

Lupton, D. K. The project-syllabus method in experiential education. Alternative Higher Education, 1976, 1(1), 43-50.

The project-syllabus is an outgrowth of the individual contract system used in experiential education. It is a contract containing experiential objectives, field resources to be tapped, a listing of topical inquiries, grading procedures, and a format for preparing reports.

(3,7)

McGovern, T. V., & Tinsley, H. E. A longitudinal investigation of the graduate assistant work-training experience. Journal of College Student Personnel, 1976, 17, 130-133.

This study investigated how graduate students described and evaluated the characteristics of their work-training experiences. Overall results indicate that interpersonal relationships and the opportunity for achievement were the most salient characteristics of the work-training experience. The impact of the experiences on professional career development is discussed, and some implications are drawn on the nature and importance of experiential learning.

(4)

McKean, B. (Ed.) Toward defining measurable objectives in the affective domain for experiential education programs. Denver: Colorado Outward Bound School, 1975. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED139572. EDRS price MF-$0.83 plus postage, HC not available from EDRS.)

(7,10)

Medrick, F. W. Outward Bound and higher education. A rationale and outline for college development. Greenwich, Conn.: Outward Bound, Inc. (Available for $.50 from Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830. ERIC Document Reproduction Service no. ED129518. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

Presents a rationale for experiential learning in higher education and an outline for Outward Bound (OB) program development. Includes: 1) personal priorities in an OB program; 2) OB institutional priorities; 3) the goals and objectives of an OB program; 4) OB goal implementation process (skills training, physical challenge, stress experiences, problem solving, self-actualization, reflection, evaluation, and service); 5) OB program types; 6) higher education institutions with OB programs; 7) development priorities and goals; 8) development approaches.

(1,3)

Mowrer, J. L., & Anderson, L. A unique way to get an AG degree. Journal of Extension, September/October, 1977, 15, 18-22.

Briefly describes the Nontraditional Study Program in Agriculture of the University of Missouri-Columbia and includes history, rationale, methods and techniques, student descriptions, faculty involvement, student attitudes and goals, and involvement of the Extension division.

(3)

Mowrer, J. L., & Folks, H. C. Impact of enrollments and student body composition on academic program, design and delivery. Position Paper on Nontraditional Educational Programs. East Lansing: Michigan State University, 1977.

(1)

Muzik, D. Design, implementation, and evaluation of Taylor University's Christian Education Internship Program. Upland, In.: Taylor University, 1977.

Describes a service-learning internship program for Christian education. The rationale for the program is heavily grounded in Kolb & Fry's experiential learning model. Assessment procedures used are achievement tests and inventories, progress reports, attitudinal measures, site visits, feedback seminars, and exit interviews. These are used to measure student progress as well as program effectiveness by using a pre- post-test design in the context of a discrepancy model evaluation.

(1,4,10)

Nyquist, E. B., Arbolino, J. N., & Hawes, G. R. College learning--Anytime, anywhere: New ways for anyone to get college credits and college degrees by off-campus study and examinations. New York: Harcourt Brace Jovanovich, 1977.

Written by some leaders in the field, this book describes in detail how to go about getting college credit and degrees through independent learning outside the walls of a higher education institution. Three external degree programs are described in detail, and helpful advice is offered for every aspect of learning and seeking credit. Portraits of individuals who earned degrees in this manner are presented in every chapter.

O'Connell, W. R., Jr., & Moomaw, W. E. A CBC primer. Report of a conference: Competency-based curricula in general undergraduate programs. Atlanta, Ga.: Southern Regional Education Board, 1975.

Summary of a regional conference designed to serve as an introductory discussion of the use of the competency-based education concept in general undergraduate programs. Emphasis is placed on essential conditions of competency, current factors affecting higher education, the scope and variety in competency-based programs, clarification of purposes and goals, designing the elements of a competency-based curriculum including developing competency statements, assessing procedures, and designing learning experiences for competency achievement; implications of a CBC for institutional organization and support structures; a description of some existing programs; and historical efforts to develop learning on a competency base.

(3,4)

Rosen, D. P., & Others. Masters of reality: Certificate or performance? Toward policy and practice for postsecondary education and work programs based on outcomes for students. Washington, D.C.: National Student Educational Fund, 1977. (ERIC Document Reproduction Service no. ED138810; EDRS price MF-$0.83 HC-$11.37 plus postage.)

Twenty programs were selected and described on the basis of comprehensiveness of approach; cross-section of institutional settings; cross-section of educational traditions or approaches to career education; preliminary or final evaluation demonstrating a positive change in student outcomes; faculty/guidance/administrator outcomes and community persons outcomes; and overall judgment that significant positive outcomes warrant communication of success to outside institutions, communities, peers, and the general public. Institutions represent three categories: two-year community colleges, four-year colleges and universities, and undergraduate and graduate professional schools. The report contains a summary of the findings and recommendations of the National Advisory Council for Career Education regarding the setting of priorities for postsecondary education and work programs. Five major problem areas in developing postsecondary education and work programs based on outcomes for students are identified: integration of abstract and experiential learning, assessment of student outcomes, credentialing based on student performance, information for planning, and Federal and State administration of postsecondary education and work programs. Includes profiles of the 20 programs, each including a description of origins, purposes, activities, and outcomes.

Ruopp, P. The educational uses of the world: Experiential learning and the Peace Corps (Peace Corps Faculty Paper, No. 2). Washington, D.C.: Peace Corps, U.S. Department of State, 1968. (ERIC Document Reproduction Service no. ED031617. EDRS price MF-$0.76 HC-$1.58 plus postage.)

A few universities have tried intern training programs to train Peace Corps (PC) volunteers in special fields. Other universities are incorporating domestic or overseas voluntary service into degree programs in such fields as agriculture. This paper suggests that: a development service degree option should be open to students in every field; as many field experience alternatives as possible should be available; core courses should be designed for the development service option; cultural studies should be organized selectively; and opportunities to acquire practical skills appropriate for developing countries should be given.

Sackmary, B., & Hedrick, H. Assessment of the experiential learning of women for college credit in the area of women's studies. Mt. Pleasant, Mi.: Central Michigan University, 1977.

(9,10,11)

Schlesinger, M. A. Reconstructing general education: An examination of assumptions, practices, and prospects (CUE Project Occasional Paper Series No. 2). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

(1)

Schultz, R. E. Lifelong learning: Higher education's response (Topical Paper No. 3). Tucson: University of Arizona, College of Education, 1976. (Available for $2 from Committee on Higher Education, University of Arizona, 1415 North Fremont Street, Tucson, Arizona 85719. ERIC Document Reproduction Service no. ED131778. EDRS price MF-$0.83 HC-$1.67 plus postage.)

A variety of new degrees are described including 1) the extension degree, offered to part-time students taking off-campus courses; 2) the adult degree, which may depart from traditional degrees in admission, instruction, and evaluation and is based on the idea that adult students are different from college youth; and 3) the assessment degree, which emphasizes demonstration of competency. Examples of new degree programs are given. The increasing trend toward granting credit for experiences is documented. Several issues that are unresolved are raised, including: Who pays? Should the fee structure differ from the traditional? How should the unit of credit be defined? Can quality control be maintained in these programs?

(4,11)

Seiniger, W. B. Liberal arts and career development, 1976. (ERIC Document Reproduction Service no. ED129203. EDRS price MF-$0.83 HC-$1.67 plus postage.)

(1)

Sexton, R. Experiential education and community involvement practices at the postsecondary level: Implications for career education (Report No.: P00760303). Washington, D.C.: Office of Career Education, U.S. Department of Health, Education, & Welfare, 1976. (ERIC Document Reproduction Service no. ED138771. EDRS price MF-$0.83 HC-$3.50 plus postage.)

(1,3,11)

Sexton, R. F., & Stephenson, J. B. Institutionalizing experiential learning in a state university. New Directions for Higher Education, 1974, 2(2), 55-56.

(3)

Sexton, R. F., & Westerfield, A. Final report of the Service-Learning Resource Center. Unpublished manuscript, Office for Experiential Education, University of Kentucky, 1978.

The Service-Learning Resource Center (SLRC) at the University of Kentucky was designed to help students, educational institutions and community organization expand their knowledge about service learning, improve technique, and create a human resource network. This report summarizes the activities of the SLRC and assesses its impact.

Shapiro, J. L., & Gust, T. Counselor training for facilitative human relationships. Counselor Education and Supervision, 1974, 13, 198-205.

This study evaluates the effects of the first stage (prepracticum) of a three-stage counselor training practicum designed to merge cognitive and experiential learning in a systematic manner using professional trainers.

Sigmon, R. L. Service-learning: An educational style. Raleigh: North Carolina Internship Office, 1970. (ERIC Document Reproduction Service no. ED086076. EDRS price MF-$0.76 HC-$1.58 plus postage.)

(1)

Society for Field Experience Education. Founding conference: Society for Field Experience Education. Papers presented at the Founding Conference for the Society for Field Experience Education, Hofstra University, Hempstead, N.Y., November 1972. (ERIC Document Reproduction Service no. ED089561. EDRS price MF-$0.76 HC-$1.95 plus postage.)

This document presents the founding conference report for the Society for Field Experience Education (SFEE). The report covers the proposal to establish the SFEE and presents papers and workshop reports which cover the concept of experiential learning, preparation for field experience, field objectives and their evaluation, concerns and approaches to the issue of field study follow-up, and a report on plans for a Chicago consortium.

(1,3)

Sosdian, C. P., & Sharp, L. M. Guide to undergraduate external degree programs in the United States - Spring 1977. Washington, D.C.: Bureau of Social Science Research, in cooperation with the Office of Educational Credit, American Council on Education, 1977.

One document of three that constitute a final report on an NIE-funded project that gathered baseline data on how well external degrees have served their holders with respect to their careers and the extent to which they provide access to higher-level degree programs. This publication is a directory of external degree programs and host institutions. Each program is described in terms of a number of indices that include previous education required, maximum credit for prior learning, grading system, date of establishment and number of students enrolled. (See also Sosdian, and Sosdian & Sharp in Section 4.)

Sosdian, C. P., & Sharp, L. M. The external degree as a credential: Graduates' experiences in employment and further study. Washington, D.C.: Bureau of Social Science Research, 1978.

(4)

Stevens, M. A. Developing learning objectives for a model course to prepare adults for the assessment of prior, non-sponsored learning by portfolio evaluation. Ed.D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED140887. EDRS price MF-$0.83 HC-$2.06 plus postage. Appendix C may be marginally legible due to small print of the original document.)

(3,7,8)

Strange, J. H. The experience of the College of Public and Community Service. Liberal Education, 1977, 63, 176-189.

The College of Public and Community Service at the University of Massachusetts-Boston meets the needs of the emerging professions in a competency-based program. Objectives and innovations at CPCS are described and guidelines for developing similar programs are offered.

(3)

Sugg, M. Explorations in experiential learning. Pittsburgh: University Urban Interface Program, University of Pittsburgh, 1973. (ERIC Document Reproduction Service no. ED077391. EDRS price MF-$0.76 HC-$6.97 plus postage.)

This two-part report on experiential learning is a product of the University Governance for Community Relations aspect of the University of Pittsburgh University-Interface Program and highlights some of the major issues concerning the development of the experiential learning component in higher education. To facilitate this discussion, a number of examples are drawn from a case study carried out in 1971 and 1972 at the University of Pittsburgh. Part one presents the contributions of professional schools to the development of experiential learning. Part two indicates trends in experiential learning at high school and undergraduate levels.

(1)

Tate, P. Society for Field Experience Education 1977 resource directory, 1977. (Available from Pamela Tate, President, Society for Field Experience Education, State University of New York, 99 Washington Avenue, Albany, New York 12246.)

A compilation of material collected from the Society for Field Experience membership. The directory contains brief annotations of literature citations and institutional reports. Sponsored experiential learning programs, "how to" manuals and guides, organizations and associations are also described.

(3)

Vermilye, D. W. (Ed.) Relating work and education: Current issues in higher education 1977. San Francisco: Jossey-Bass, 1977.

Chapters of particular relevance to experiential learning are:

1) "Education and Industry" - Seymour Lusterman
Describes the magnitude of corporate education in programs and dollars and the characteristics of industrial training such as learning by doing, pragmatic orientation, and high motivation of participants.

2) "Work as a Learning Experience" - Ted Mills
Predicts a new learning arena in which 1) a worker satisfies human needs along with economic needs; 2) the teachers are one's peers; 3) the classroom is the workplace; and 4) the textbook is experience.

3) "Three Factors of Success" - George O. Klemp, Jr.
Advocates a rethinking of the goals of higher education. Outcomes should be cognitive processes that develop as a function of acquiring knowledge, interpersonal skills, and motivation. All are needed to apply a knowledge base to new life and work situations.

4) "Education, Work, and FIPSE" - Russell Edgerton
A brief overview of projects funded by FIPSE which includes programs that provide new avenues for out-of-school adults to route them back and through education to work opportunities; provide new avenues for school youth to get in contact with work; and help people who are struggling with the problems of access.

5) "Vocations and the Liberal Arts" - Arthur W. Chickering
Gives examples of how liberal education can contain alternatives to make education a part of life, that capitalizes on the educational experiences available through daily living, and makes use of learnings that can be gained from ongoing responsibilities.

(1)

Vermont Community Colleges, Montpelier. Report of the institutional self-study. Self-study report prepared for the New England Association of Schools and Colleges, Burlington, Massachusetts, 1975. (ERIC Document Reproduction Service no. ED135414. EDRS price MF-$0.83 HC-$6.01 plus postage.)

This document is an institutional self-study prepared by the Community College of Vermont, a statewide noncampus institution which operates within local communities, providing educational opportunities to all Vermonters regardless of age, finances, geographic location, or previous educational experience. The college operates entirely out of community facilities. Its faculty are community members serving part time. Curriculum design begins with the student: through consultation with local site staff, students draw up "contracts" setting goals and identifying appropriate competencies. Contracts are evaluated through local Review Committees, and degrees and awarded based on skills and knowledge accumulated (including those gained from past work and life experience) rather than on courses taken. Included in this report are sections on the college's past, present and future; students; educational philosophy and learning delivery processes, including contracting and review and assessment of experiential learning; library, physical, and faculty resources; organization and control of the college; finances; and internal and external research and evaluation studies conducted by the college and other agencies.

Wasmuth, N. The value of experiential learning in longterm care education: Emphasis on simulated sensory deprivation in an institutional setting. Gerontologist, 1975, 15, 548-553.

The use of experiential learning as a tool to add meaning to an undergraduate course in the problems of aging and delivery of long-term care. Sensory deprivation and institutionalization commonly experienced by the elderly were simulated with proper supervision, to provide the opportunity to recognize the effect that the combination of these factors has on environmental perception, interpretation, and behavior. An introductory gerontological course was designed to include an overview of sensory deprivation research; a participatory session involving reduced visual, auditory, and tactile stimuli; and a follow-up discussion session in both an academic and institutional setting.

Western Interstate Commission for Higher Education. Innovations in nursing curricula. Proceedings of a workshop for nursing faculty, San Diego, January, 1976. (Available from Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302. ERIC Document Reproduction Service no. ED136653. EDRS price MF-$0.83 HC-$4.67 plus postage.)

(10,11)

Witham, W. F., Jr. Can experiential education be compatible with the liberal arts curriculum? The Little Forum, 1977, 1, 4-6.

(1)

Woditsch, G. A. Developing generic skills: A model for competency-based general education (CUE Project Occasional Paper Series No. 3). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

(3,7,10)

SUB-SECTION 2A. EXPERIENTIAL LEARNING IN THE CLASSROOM

Blai, B. "Total" learning/development at Harcum Junior College. Psychology, 1974, 11, 65-69.

Describes a junior college program for women which emphasizes the acquisition of self-awareness and intellectual fulfillment as well as vocational skills. The program involves two systems of learning--a traditional classroom approach focusing on information-processing skills, and experiential learning which emphasizes acting, understanding, generalizing, and applying conceptual knowledge in life situations. The two systems are compared and the advantages of each are discussed.

Harmon, S. K. A comparison of lecture and experiential learning models in teaching human ecology (Doctoral dissertation, University of Utah, 1973). Dissertation Abstracts International, 1974, 34(10-B), 5036-5037.

A report of a study designed to compare the knowledge and attitude test results of a selected group of students exposed to a traditional classroom approach with the knowledge and attitude test results of a selected group of students exposed to an experiential learning approach in a college-level human ecology course. The study involved 38 students enrolled in Biology 175 (Human Ecology) during the Summer Quarter, 1973, at the University of Utah. Seventeen of the students were randomly assigned to an experimental group and were exposed to a four-day experiential learning model only. The remaining students were exposed to a traditional classroom model. The author concludes: 1) Both courses appeared to be effective modalities in increasing knowledge of selected concepts in human ecology within groups. 2) The rate at which student knowledge of selected concepts in human ecology increased appeared to be greater in the traditional classroom course than in the four-day experiential course. 3) Both courses appeared to be effective in developing positive attitudes toward selected problems in human ecology.

(4)

Hassler, D. M., & Kaplan, H. E. Student evaluations of experimental university classes. Journal of General Education, 1977, 29(2), 94-104.

(4,5)

Hess, A. K. The "parts party" as a method of teaching personality theory and dynamics. Teaching of Psychology, 1976, 3(1), 32-33.

Because the lecture format is usually an unsatisfactory teaching technique, this author uses an active experiential learning technique, the "parts party," which provides students of varied interpersonal sophistication with a working knowledge of personality theory and dynamics.

Hoover, J. D. Experiential learning effects on empathic interpersonal communication skills and related attitudes (Doctoral disseration, Washington University, St. Louis, 1974). Dissertation Abstracts International, 1975, 35(9-A), 5609.

The purpose of this study was to test the efficacy of experiential learning techniques in a management education setting. The major hypothesis of the study was that the role-playing (direct experience) and observation (vicarious experience) groups would demonstrate more improvement in empathic interpersonal communication verbalizations, skill levels, and attitudes than the cognitive experience group and a central group that studied unrelated materials. While the findings did not support this hypothesis, the general pattern of results did point to two rather general conclusions: 1) the cognitive experience group tended to be inferior on performance criteria to all other treatment groups, including the control group and 2) the vicarious experience group tended to be either slightly or significantly superior to all other groups, including the direct experience role-playing group.

(4)

Hughes, J. C. Experiential learning in management education (Doctoral dissertation, Texas Tech University, 1974). Dissertation Abstracts International, 1975, 35(9-A), 5610.

This study compared and contrasted groups exposed to three different types of teaching methodology in management education; lecture and discussion, experiential learning, and the outside class T-Group. Pretest and posttest measures were taken to determine if the three groups differed on such measures as self-concept, performance on classroom cognitive tests, and the personality variables measured by the Fundamental Interpersonal Relations Orientation -- Behavior. The only significant difference was found between the traditional lecture class and the human relations training class in performance on classroom cognitive tests; the T-group scored higher. Students evaluated the three different methods of instruction. The experiential class received more favorable response than the lecture class. The T-Group class received the most favorable evaluation. The researcher concluded that the T-Group method was the superior mode for teaching human relations concepts and skills.

(4)

Lukenbill, B. W. Content or process: A personal look at experiential learning. Journal of Education for Librarianship, 1976, 16(3), 195-204.

A brief case study of experiential learning in an undergraduate class in children's literature.

Mazon, M. R. Cross cultural methods, experiential learning-teaching. San Diego, Calif.: San Diego State University, California Institute for Cultural Pluralism, 1973. (ERIC Document Reproduction Service no. ED097318. EDRS price MF-$0.76 HC-$1.58 plus postage).

Aspects of experiential and traditional approaches are compared, and a model of the experiential learning process designed to facilitate learning and learning how to learn is presented. Teacher and student roles in experiential training are discussed, and a comparison is made between the roles of the experiential teacher and the traditional teacher. In conclusion, the author states that transition from the traditional role to the experiential role is not easy but is essentially a humanizing process.

Payne, P. A. Training in help giving skills in a psychology of adjustment class. Paper presented at the Annual Conference of the American Psychological Association, Washington, D.C., September, 1976. (ERIC Document Reproduction Service no. ED137703. EDRS price MF-$0.83 HC-$1.67 plus postage.)

A training program in help-giving skills was developed as a supplement to an academic course in the psychology of adjustment, based on the evidence that college students are their own primary resource for psychological services. Training for 73 students involved readings, lectures, modeling, and experiential learning in small groups. Pre-post measures included reported help given and received, a situation type of empathy test, and two global measures of adjustment--self-rated overall adjustment, and rated severity of three personal problems. Following the course, students evaluated the training with respect to attempted use and perceived usefulness of the training. Results indicated a significant increase for level of empathy. Also, significant changes in the direction of better adjustment were reported for the two adjustment measures. These pre-post changes, as well as student evaluations of the program, were interpreted as supportive of the training in help-giving skills in the classroom context.

(4)

Pollack, D. Experiential learning in college psychology. College Student Journal, 1972, 6, 100-104.

Discusses a new approach in teaching classes in psychology. This innovation shifts the subject matter of a course in the psychology of personality from the formal learning of personality concepts to the students discovering such concepts based on their own experiences. The goal of the new procedure is to make the content of the course more relevant to the life of the student by means of group discussions and other group-oriented procedures. The instructor acts as a moderator, synthesizer, consultant, and group leader. Several issues which are important to the course are listed: the pattern of the person's family, his position in that family, his ethnic background, personality-style, and his self-identity as a person.

Rosen, R., & Jerdee, T. H. On-the job sex bias: Increasing managerial awareness. Personnel Administrator, 1977, 22(1), 15-18.

Describes the use of an experiential learning approach in which participants learn from data generated in exercises, cases, and role-playing and assesses the long-term impact of this approach when participants return to their jobs.

Saral, T. B. A learning module in intercultural communication. Park Forest South, Ill.: Governors State University, 1972. Paper presented at the International Communication Association Annual Convention, Atlanta, Georgia, April 1972. (ERIC Document Reproduction Service no. ED063748. EDRS price MF-$0.76 HC-$1.58 plus postage.)

A learning module for college students about intercultural communications which is process-oriented, stresses experiential learning, and includes performance objectives is described. The module's topics, objectives, activities, and course requirements are listed, and a list of instructional resources is included.

Singer, L. J., & Weissman, J. Action process teaching: A multidimensional, experiential, learning approach. The Family Coordinator, 1974, 23, 115-122.

Action Process Teaching, an outgrowth of more than a decade of teaching methods used in a course in "The Psychodynamics of Family Relations" at Columbia's Teachers College, is discussed relative to its effectiveness in student learning. The rationale that if the dynamics of familiar relations are understood, it should be possible to perceive analogous dynamics at work in other relationships is the basis of the course. An underlying assumption is that this can be achieved through a reexperiencing of some significant events in the personal histories of the students; therefore the basically experimental and dynamic methods of using group discussion, role-playing and video-taping of significant events in the family life cycle of the students are used in the course. Class session vignettes are presented to show how these methods were effective in letting the student learn through experience and, particularly, through the use of video-tape for its impact and reinforcement of learning.

Veiga, J. F. Experiential learning in management education: What kinds of students benefit? College Student Journal, 1976, 10(1), 62-68.

A report of a study designed to determine the relationship between individual learning styles and the effectiveness of the experiential approach. It was hypothesized that the effectiveness of the experiential approach, as measured by student perceptions and student grades, was a function of learning style compatibility. The results did not support this hypothesis.

SECTION 3. PROGRAM PLANNING AND IMPLEMENTATION

Programs that depart significantly from traditional educational activities by including experiential elements bear a special responsibility for planning program components carefully and facilitating a clear understanding of the program through explicit guidelines, procedures, and policies. Some of the works annotated here outline steps, guidelines, procedures, and policies which are practical and useful for program planners. Others describe implementation strategies for cooperative education, prior learning, external degree, competence-based and faculty development programs.

Bailie, R. C., & Wales, C. E. PRIDE: A new approach to experiential learning. Engineering Education, 1975, 65, 398-402.

(2,4)

Barber, W. H., & Lurie, H. J. Designing an experientially based continuing education program. American Journal of Psychiatry, 1973, 130, 1148-1150.

The use of experiential learning techniques in various mental health worker programs is recommended based on experience in leading continuing education workshops for such programs. The authors assert that these methods will accomplish attitude change, personal involvement, and the development of specific clinical skills. Elements of design that are essential to all such training programs are outlined, including techniques used in sensitivity groups and examples of two possible workshop formats.

Brigham Young University, Language Research Center. Latin America: Intercultural experiential learning aid. Provo, Utah: Author, 1976. (Available for $2.00 plus $0.25 postage from Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602. ERIC Document Reproduction Service no. ED140620. EDRS price MF-$0.83 HC-$3.50 plus postage. Some pages may be marginally legible due to small print of the original document.)

This learning aid is intended to help Americans become more effective in understanding and communicating with Latin Americans in preparation for crosscultural study. The book consists of the following: 1) a map of Latin America, with area and population statistics for the various countries; 2) a brief description of the land, the people, the economy, diet, religion, government, education, and customs and courtesies; and 3) descriptions, in terms of realistic situations involving American visitors to Latin America, of certain attitudes, values and assumptions (here called themes) important to Latin American culture--time and work, individualism, machismo, religion, Latin American family, etiquette and personalism. A self-test is given after each theme. An appendix provides "culturgrams" (brief descriptions of the land, the nation, the people, lifestyle and customs and courtesies) for a number of Latin American countries. A list of survival phrases in Spanish and Portuguese, an explanation of common signs, sizes and weights and measures, and a brief bibliography are also given in the appendix.

Burt, R. F., & Douglas, M. The community resource person's guide for experience-based learning. Portland, Or.: Northwest Regional Educational Laboratory, 1977. (Available from Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204.)

A booklet designed to aid people in the community in helping students to learn through off-campus experiences. Offers guidelines for planning time with students, communication, evaluation, etc. (See also entries in this section under Northwest Regional Educational Laboratory, and McClure, Cook, & Thompson.)

CAEL. Directory of members, 1977-78. Columbia, Md.: Council for the Advancement of Experiential Learning, 1978.

A list, by state, of the institutional members of CAEL. Includes name, address, and a phone number of each institutional representative.

CAEL. Newsletter. Periodical published several times a year. (Available from CAEL, American City Building, Suite 208, Columbia, Maryland 21044.)

A periodic newsletter that describes activities of CAEL (Council for the Advancement of Experiential Learning) and related developments in the field.

Certo, S. C., & Newgren, K. E. Interpersonal skill development: The experiential training unit (ETU) and transfer of training. Paper presented at the Annual Meeting of the Association for Business Simulation and Experiential Learning, Wichita, Kansas, April 1977. (ERIC Document Reproduction Service no. ED140360. EDRS price MF-$0.83 HC-$1.67 plus postage.)

This paper proposes that interpersonal skills be developed through the use of a skill-subskill strategy which is effected by means of an Experiential Training Unit (ETU), a series of sequential training activities. Specifically, ETU training activities focus on the development of several skills: cognitive, transformation, activation, preliminary diagnostic, and advanced diagnostic. An exercise, "Manager as Helper," is described, in order to illustrate the application of these principles. Transfer-of-training principles are described, which will increase the effectiveness of design and administration of ETUs. In addition, a diagrammatic illustration compares the sequencing of learning activities in this paradigm, the Certo-Dougherty experiential learning model, with the sequencing of activities in the Kolb experiential learning model.

Christensen, F. A. An institutional guide for planning experiential learning programs. Palatine, Ill.: William Rainey Harper College, 1978.

A planning aid for institutions developing programs utilizing experiential learning. Designed to assist planners in developing institutional responses to important questions about experiential learning.

Clark, F. T., & Chisholm, S. (Eds.) Contract learning casebook. Saratoga Springs, N.Y.: Empire State College, Center for Individualized Education, 1975.

A guide for mentors who are designing learning contracts with students. Samples of actual learning contracts are included which emphasize the development of the internal contract areas such as the student's general purpose, specific purpose of the contract, learning activities, and methods of evaluation.

(7,8,10)

Fehnel, R. A., Sundberg, N. D. From apathy to awareness and action: A model for institutional development of sponsored and prior learning in a traditional university. Eugene, Or.: University of Oregon, 1976. (ERIC Document Reproduction Service no. ED144517. Best copy available; EDRS price MF-$0.83 HC-$3.50 plus postage.)

Report of a project that outlines a model of program development and proposes a continuum of institutional awareness and action. Two major concerns addressed are academic standards and costs. The matters of program rationale and articulation are also discussed. The progress of experiential learning at the University of Oregon is assessed, and the developmental needs of the program are outlined.

(2,6)

Fincher, C. Simulation techniques in training college administrators. Athens: University of Georgia, 1973. (Available for $2 from Institute of Higher Education, University of Georgia, Athens, Georgia 30602. ERIC Document Reproduction Service no. ED 098839. EDRS price MF-$0.76 HC-$1.95 plus postage.)

(10)

Fram, E. H., & Others. Connaitre and savoir: Scholarship and workmanship. A presentation to the Adult Education Research Conference, Toronto, Ontario, April, 1976. (ERIC Document Reproduction Service no. ED123380. EDRS price MF-$0.83 HC-$1.67 plus postage.)

(1)

Gardner, B. S. Building educational bridges between practically everybody: A JEP idea book on how to start a college-community partnership. Joint Educational Project, University of Southern California, 1977.

The first part of this book describes the low-budget Joint Educational Project--a resource-sharing partnership between the University of Southern California and eight primary and secondary schools, in which community resources and school needs for assistance are matched with university student needs for experience in the urban community. The second part suggests how the JEP experience might be adapted to the needs of other colleges and schools, including practical ideas for getting started, recruiting college participants, integrating JEP into courses, and working with schools. (See also Johnson, and Johnson & Gardner in Section 3.)

Hall, G. E., & Jones H. L. Competency-based education: A process for the improvement of education. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

(1,2)

Heermann, B. C. Cooperative education in community colleges. San Francisco: Jossey-Bass, 1973.

Treats philosophical and practical issues associated with the administration of a field experience or cooperative education program in the two-year college. Many "how-to-do-its" are featured. Advocacy is provided for a full participation of teaching faculty and a learning outcomes format. Field learning is considered in terms of its opportunities for personal enrichment and exploration in addition to applied or occupational outcomes.

(1,2)

Hofer, B. K. The ethics of a public policy decision-making program: A final report to the Lilly Endowment. Unpublished manuscript, Office for Experiential Education, University of Kentucky, 1978.

Describes the operation and results of an interdisciplinary public service internship program at the University of Kentucky designed by the Office for Experiential Education to teach ethics to undergraduates. Although the short-term impact on students, faculty, and the institution was significant as shown by various evaluation measures, the author points out a long-term study is needed to determine whether this experiential program had an impact on future ethical decision-making. Problems associated with institutionalizing such a program in a large state university that is stratified by disciplines are discussed.

(2,4)

Johnson, J. Environmental studies. Los Angeles: Joint Educational Project, University of Southern California, 1976.

An example of a Joint Educational Project "mini-course idea book." A mini-course in the JEP is a series of approximately 10 one-hour weekly sessions in which university students involve a community class in active learning experiences. It is planned by a team of three to six USC students and based upon skills and knowledge presented in their own college course. The idea book contains sample lesson plans, suggested small-group activities, and lists of resources. (See also Gardner, and Johnson & Gardner in Section 3.)

Johnson, J., & Gardner, B. S. Everything you wanted to know about a JEP idea book--But never thought to ask! Los Angeles: Joint Educational Project, University of Southern California, 1976.

A "how-to" guide for staff, faculty and university students participating in USC's Joint Educational Project. Desoribes what JEP mini-course lessons--which are given by participating students to youngsters in the community--should be like. Students are encouraged to make learning activities personal, cooperative, expansive, active, and reflective. (See also Gardner, and Johnson in Section 3.)

Knapp, J. The CAEL Project: A case study. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1976. (ERIC Document Reproduction Service no. ED127340; EDRS price MF-$0.83 HC-$1.67 plus postage.)

This presentation focuses on impressions and findings resulting from activities in the Cooperative Assessment of Experiential Learning Project. Comments are made about nontraditional programs in higher education that provide opportunities for and assessment of experiential learning. The following topics are covered: 1) the structure and proliferation of experiential learning programs, 2) the emergence of student as advocate, 3) characteristics of students enrolled in such programs, and 4) criteria of success for such programs. Suggestions are offered for improvement of programs especially as they might relate to student characteristics and eventual success in the programs.

Kray, E. J. Experiential learning assessment--A sourcebook for post-secondary institutions. Media, Pa.: Delaware County Community College, 1977.

Intended to be used as a sourcebook by institutions of higher education that are considering the development of programs to assess experiential learning. Focuses on philosophy, faculty, students, assessment and evaluation of experiential learning, organization and administration, institutional policies and procedures, financing, and other agencies and institutions. Also provides the reader with a "hands-on" approach to the development of an experiential learning assessment program.

(1,2,5,6)

Kuhlman, C. Internship concepts and applications: A report to the Center for Urban Affairs. Bloomington, Ind.: Resource Development Internship Project, Indiana University, 1971. (ERIC Document Reproduction Service no. ED086101. EDRS price MF-$0.76 HC-$1.95 plus postage.)

(2)

Lupton, D. K. The project-syllabus method in experiential education. Alternative Higher Education, 1976, 1(1), 43-50.

(2,7)

McClure, L., Cook, S. C., & Thompson, V. Experience-based learning: How to make the community your classroom. Portland, Or.: Northwest Regional Educational Laboratory, 1977. (Available from Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204.)

Directed to an audience of secondary school teachers, this book nevertheless contains many ideas and suggestions that are relevant at the postsecondary level. Describes Experience-Based Career Education--a program developed by the National Institute of Education and the Northwest Regional Educational Laboratory and verified by five years of day-to-day use in schools and communities. Organized around answers to six questions: 1) How is experienced-based learning different? 2) How do you structure experience-based learning? 3) How can you link community resources with student projects? 4) How do you write student projects? 5) How do you locate resource people and involve them in experience-based learning? 6) How do you manage the process? (For related materials for students and community resource persons, see listings in this section under Burt and Northwest Regional Educational Laboratory.)

Medrick, F. W. Outward Bound and higher education. A rationale and outline for college development. Greenwich, Conn.: Outward Bound, Inc. (Available for $.50 from Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830. ERIC Document Reproduction Service no. ED129518. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

(1,2)

Mowrer, J. L., & Anderson, L. A unique way to get an AG degree. Journal of Extension, September/October, 1977, 15, 18-22.

(2)

O'Connell, W. R., Jr. & Moomaw, W. E. A CBC primer. Report of a conference: Competency-based curricula in general undergraduate programs. Atlanta, Ga.: Southern Regional Education Board, 1975.

(2,4)

Northwest Regional Educational Laboratory. Student guide to writing a journal; Student record of community exploration; and Student competencies guide: Survival skills for a changing world. Portland, Or.: Author, 1977. (Available from Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204.)

Three guides prepared for students participating in Experience-Based Career Education, a program developed by the National Regional Educational Laboratory. Practical three-hole punched workbook format. Although designed for high school students, could also be useful at the postsecondary level. (See also Burt, and McClure, Cook, & Thompson in this section.)

Reyes, R. A need for articulation: Sponsored experiential learning--El Paso community based agencies and El Paso Community College. Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree, 1975. (ERIC Document Reproduction Service no. ED105920. EDRS price MF-$0.76 HC-$1.58 plus postage.)

The purpose of this research study was to measure the response of students, agency supervisors, and community college faculty involved in an experiential learning program concerning problems in communication and cooperation among all parties. A semi-structured interview questionnaire instrument was distributed to 15 members from each of the three components involved in the program (n=45). The results indicated that all involved strongly favored increased communication and cooperation between agency supervisors and faculty. Agency supervisors and faculty deviated in their degree of intensity toward how and to what extent articulation between the community based agencies and the community college could be achieved. Recommendations based on survey responses are included, and the survey instrument and a list of the community-based agencies participating in the program are appended.

Rippetoe, J. K. The undergraduate education in sociology: A case for experiential learning. Teaching Sociology, 1977, 4(3), 239-250.

(1)

Sexton, R. Experiential education and community involvement practices at the postsecondary level: Implications for career education (Report No.: P00760303). Washington, D.C.: Office of Career Education, U.S. Department of Health, Education, & Welfare, 1976. (ERIC Document Reproduction Service no. ED138771. EDRS price MF-$0.83 HC-$3.50 plus postage.)

(1,2,11)

Sexton, R. F. The institutional response to federal policy on experiential education. Unpublished manuscript, 1977. (Available for $1 postpaid from the Postsecondary Education Convening Authority of the Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036.)

Outlines steps for formulating an institutional response to federal policy on experiential learning that include: 1) determining barriers to experiential learning resulting from federal policy, 2) becoming educated on the issues, 3) redefining academic credit, and 4) devising strategies. The impact of youth unemployment, the concept of a national youth service program, and the changing nature and responsibilities of work on experiential education are also discussed.

Sexton, R. F., & Stephenson, J. B. Institutionalizing experiential learning in a state university. New Directions for Higher Education, 1974, 2(2), 55-56.

While experiential learning has become a viable educational concept, administrative problems persist in efforts to build it into the structure of a university or college.

(2)

Society for Field Experience Education. Founding conference: Society for Field Experience Education. Papers presented at the Founding Conference for the Society for Field Experience Education, Hofstra University, Hempstead, N.Y., November 1972. (ERIC Document Reproduction Service no. ED089561. EDRS price MF-$0.76 HC-$1.95 plus postage.)

(1,2)

Stevens, M. A. Developing learning objectives for a model course to prepare adults for the assessment of prior, non-sponsored learning by portfolio evaluation. Ed.D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED140887. EDRS price MF-$0.83 HC-$2.06 plus postage. Appendix C may be marginally legible due to small print of the original document.)

Report of a study that was conducted in order to develop a systematic method for the evaluation of students' prior, non-sponsored learning for the award of college credit at Blackhawk College (Illinois). A survey of institutions offering portfolio preparation courses elsewhere was made and pertinent literature was reviewed in order to identify appropriate means and objectives for an assessment preparation course. Summaries of the specific types of learning usually included in such courses were then prepared, organized by means of Bloom's Taxonomy, and were translated into learning objectives for both the affective and cognitive domains. It was recommended that Blackhawk College implement the proposed assessment preparation course using the objectives delineated in this study.

(2,7,8)

Stevens, M. A. A strategy to gain faculty acceptance of and participation in the granting of credit for prior, nonsponsored learning at Black Hawk College. Ed. D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED136884. EDRS price MF-$0.83 HC-$6.01 plus postage.)

(5)

Strange, J. H. The experience of the College of Public and Community Service. Liberal Education, 1977, 63, 176-189.

(2)

Tate, P. Society for Field Experience Education 1977 resource directory, 1977. (Available from Pamela Tate, President, Society for Field Experience Education, State University of New York, 99 Washington Avenue, Albany, New York 12246.)

(2)

Tyler, V. L. Into intercultural communication: Experiential learning packets. Provo, Utah: Brigham Young University, Language Research Center, 1973. (ERIC Document Reproduction Service no. ED085797. EDRS price MF-$0.76 HC-$3.32 plus postage.)

A good example of an aid to be used in preparing for an experiential learning experience. The purpose of this document is to assist individuals in reaching out from their own culture in order to more completely interact with those of other cultures. The chapters discuss: the necessity of realizing one's own cultural influence in order to communicate more effectively with those of other cultures; learning how to cope profitably with new cultural surroundings and the shock that results from traveling away from familiar surroundings; finding helpful information about the new cultures that will be encountered; checklists for the traveler and the interpreter in order to insure accurate communication; and recognizing traits in oneself that reflect one's culture.

Wilson, J. W., Brown, S. J., Bork, R. G., & Black, V. H. Implementation of cooperative education programs. Boston: Northeastern University, 1975.

Based upon the results of a comprehensive research study of 34 cooperative education institutions, this report offers advice regarding the initiation and operation of a cooperative education program.

Woditsch, G. A. Developing generic skills: A model for competency-based general education (CUE Project Occasional Paper Series No. 3). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

(2,7,10)

SECTION 4. PROGRAM EVALUATION AND QUALITY ASSURANCE

Good assessment practices for experiential learning depend heavily on periodic and systematic program evaluation. Such evaluation would include adherence to sound assessment practices, improving educational effectiveness, and the best procedures for accomplishing both.

Cited in this section are references concerning accreditation guidelines, evaluations, and research studies of particular programs such as off-campus learning and external degree. A variety of outcomes as evaluation dimensions, both cognitive and affective, are considered in some of the annotations.

Bailie, R. C., & Wales, C. E. PRIDE: A new approach to experiential learning. Engineering Education, 1975, 65, 398-402.

(2,3)

Betts, F. M. Assessing the effects of anxiety on student satisfaction in the GLCA - Philadelphia Urban Semester. Philadelphia: Great Lakes Colleges Association, 1977.

This pre- and post-participation study examined levels of anxiety, assertiveness and satisfaction as reported by students participating in the GLCA - Philadelphia Urban Semester in the Spring 1976. Analyses of the data indicate that students who elect off-campus study in the Philadelphia Urban Semester do not differ significantly with respect to the measured variables from students who remain on campus at the start of the period. Students participating in the program did show an increase in social and personal efficacy, as indicated by an increase in level of assertiveness and a decline in anxiety levels.

Blackmer, A. R., & Irwin, P. Study of off-campus education: A report. Boston: National Association of Independent Schools, 1977. (Available for $2 from the Mail Room, National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109).

Reports a two-year (1973-75) study of voluntary off-campus experiences for students in independent secondary schools. Questionnaires were developed, revised on the basis of the first year's data, and administered to participant students, comparison students, faculty and administration, parents, employers, school offices and program directors. A profile of the successful off-campus experience was developed from correlational data.

Brown, S. J. Cooperative education and career development: A comparative study of alumni. Boston: Northeastern University, 1976.

A national study of cooperative education and noncooperative education alumni was conducted to examine the impact of cooperative education and field experience programs on career patterns of college graduates in the Classes of 1965, 1970 and 1974. The report is concerned with the alumni viewpoints regarding undergraduate career preparation, first full-time job, current employment and avocational activities, and attitudes toward his or her college. Differential effects of cooperative education experiences of women, members of minority groups, and specific curricula are discussed. The effects of participation over a period of time are also reported.

(2)

DeHaan, R. F., & Van Wagner, K. Evaluating an experiential learning program: The GLCA--Philadelphia Urban Semester. Journal of Educational Research, 1977, 70, 222-225.

Data from 315 students who had attended an off-campus experiential learning program during a five-year period show that a majority of students evaluated the program positively. Students who developed a positive self-concept and held a positive attitude toward work during the urban semester ranked the program significantly higher than those students who did not develop positive self-concepts and positive attitudes towards work.

Gill, P. L. A model for academic assessment of associates in arts graduates in performance or competency based terms. Doctoral dissertation, Nova University, 1976. (ERIC Document Reproduction Service no. ED134629)

This project developed and implemented a follow-up system mandated by the Florida legislature for community college graduates in Associate in Arts programs. The system assesses former students' achievement of the goals of the academic program for which they were prepared by the community college, in performance or competency-based terms. Specifically, the system provides: 1) means for determining whether the goals of transfer programs, as defined by the community colleges, are being realized, and 2) data for improvement of the program and/or curriculum where necessary. The results of the implementation of this model at one community college indicate that it is viable.

Godfrey, R. A review of research and evaluation literature on Outward Bound and related educational programs. Paper presented at the Conference on Experiential Education, Estes Park, Colorado, October 1974. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED141039. EDRS price MF-$0.83 plus postage. Parts may be marginally legible due to small print of the original document. HC not available from EDRS.)

(2)

Harmon, S. K. A comparison of lecture and experiential learning models in teaching human ecology (Doctoral dissertation, University of Utah, 1973). Dissertation Abstracts International, 1974, 34(10-B), 5036-5037.

(2A)

Harper, W. A. Community College of Vermont: Some impressions. Community and Junior College Journal, 1975, 45(8), 34-36.

(2)

Harris, J. Must the standards for college credit be a "rubber ruler"? Columbia, Md.: CAEL, 1978. (Available for $1.00 from CAEL, American City Building, Suite 208, Columbia, Maryland 21044)

Outlines issues associated with the meaning of college credit. The author recommends a turning away from the equation "college credit = time spent" toward the following: 1) degree requirements stated in terms of explicit achievements; 2) assessment for credit should be unbundled from instruction; 3) credit and degrees awarded primarily on the basis of direct assessments rather than time spent; 4) institutional accreditation based on how consistent institutional degree requirements are with the general meaning of such degrees and upon checks of the validity and reliability on the assessment of achievements; and 5) allocation of funds on the basis of how well the institution fulfills its mission rather than numbers of students.

(6,10,11)

Hassler, D. M., & Kaplan, H. E. Student evaluations of experimental university classes. Journal of General Education, 1977, 29(2), 94-104.

Describes and analyzes student satisfaction with college-level, credit classes that are to some extent experiential as they are highly participatory and self-directing.

(2A,5)

Hofer, B. K. The ethics of a public policy decision-making program: A final report to the Lilly Endowment. Unpublished manuscript, Office for Experiential Education, University of Kentucky, 1978.

(2,3)

Hogan, T. P. Assessment issues for Wisconsin's extended degrees. Green Bay, Wisc.: Office of Educational Research and Development, University of Wisconsin-Green Bay, 1977.

(7,10,11)

Hoover, J. D. Experiential learning effects on empathic interpersonal communication skills and related attitudes (Doctoral disseration, Washington University, St. Louis, 1974). Dissertation Abstracts International, 1975, 35(9-A), 5609.

(2A)

Hughes, J. C. Experiential learning in management education (Doctoral dissertation, Texas Tech University, 1974). Dissertation Abstracts International, 1975, 35(9-A), 5610.

(2A)

Kintzer, C. Articulation and transfer (Topical Paper No. 59). Los Angeles: ERIC Clearinghouse for Junior College Information, University of California, 1976. (ERIC Document Reproduction Service no. ED130746; EDRS price MF-$0.83 HC-$2.06 plus postage.)

The focus of this paper is on major trends influencing articulation and transfer, with primary attention given to statewide influences in translating various features of experiential learning into formal credits. Eleven major trends affecting articulation/transfer are identified and discussed: 1) increasing control of public education by state governments; 2) interest and involvement of the federal government and national agencies; 3) diversified advanced placement allowances; 4) work experience applied toward university or community college degrees; 5) development of external degree programs associated with new or existing systems of post-secondary education, and degree programs offered by non-educational organizations; 6) alternative grading procedures; 7) expansion of multi-unit systems; 8) creation of upper-division or upper-level universities; 9) curricular diversity in all types of institutions; 10) improved computer technology applied to the process of articulation and transfer; and 11) greater attention to community college-high school articulation. Concludes that the education profession is under pressure to establish uniform equal access and opportunity so as to allow students to pursue individual educational goals.

(11)

Lehman, T. Success after graduation: A study of the baccalaureate graduates of Empire State College. Saratoga Springs, N.Y.: Office of Research and Evaluation, Empire State College, 1974.

Findings are presented in three parts: educational experience of graduates at ESC; graduate school admissions experiences of students applying to graduate schools; and work experiences of those students not attending graduate school.

(2)

McGovern, T. V., & Tinsley, H. E. A longitudinal investigation of the graduate assistant work-training experience. Journal of College Student Personnel, 1976, 17, 130-133.

(2)

Muzik, D. Design, implementation, and evaluation of Taylor University's Christian Education Internship Program. Upland, In.: Taylor University, 1977.

(1,2,10)

O'Connell, W. R., Jr., & Moomaw, W. E. A CBC primer. Report of a conference: Competency-based curricula in general undergraduate programs. Atlanta, Ga.: Southern Regional Education Board, 1975.

(2,3)

Palola, E. G. PERC handbook (program effectiveness and related costs). Saratoga Springs, N.Y.: Empire State College, Office of Research and Evaluation, 1977.

(6)

Palola, E. G., & Bradley, A. P., Jr. Ten out of thirty: Ten case studies of the first thirty graduates. Saratoga Springs, N.Y.: Empire State College, Office of Research and Evaluation, 1973.

Ten case studies resulting from personal interviews of eight women and two men who were among the first graduates from Empire State College. This is one aspect of an overall program evaluation effort.

Payne, P. A. Training in help giving skills in a psychology of adjustment class. Paper presented at the Annual Conference of the American Psychological Association, Washington, D.C., September, 1976. (ERIC Document Reproduction Service no. ED137703. EDRS price MF-$0.83 HC-$1.67 plus postage.)

(2A)

Redmond, H. M. Experiential learning and personality development (Doctoral dissertation, University of Southern California, 1974). Dissertation Abstracts International, 1974, 34(12-A, Pt 1), 7643.

A report of a field study designed to examine the relationship between student personality development (as measured objectively by a personality inventory and subjectively by an open-ended questionnaire) and experiential learning. The subjects were students enrolled in the Urban Semester Program at the University of Southern California, Spring, 1971. The Urban Semester was an experiential, full-time undergraduate program based on an experiential learning methodology with a student-centered orientation. Students did experience significant personality development. The more a program element was experiential, i.e., the more it involved student interaction with other faculty and students and with the environment beyond the campus, the more effective it was in facilitating personality development.

Schultz, R. E. Lifelong learning: Higher education's response (Topical Paper No. 3). Tucson: University of Arizona, College of Education, 1976. (Available for $2 from Committee on Higher Education, University of Arizona, 1415 North Fremont Street, Tucson, Arizona 85719. ERIC Document Reproduction Service no. ED131778. EDRS price MF-$0.83 HC-$1.67 plus postage.)

(2,11)

Sosdian, C. P. External degrees: Program and student characteristics. Washington, D.C.: Bureau of Social Science Research, 1978.

One document of three that constitute a final report on an NIE-funded project that gathered baseline data on how well external degrees have served their holders with respect to their careers and the extent to which they provide access to higher-level degree programs. This report explains how the study was conducted and describes the characteristics of programs, administrative structure, regional accreditation, levels of study, numbers and types of programs. Data reported were demographic characteristics, number and proportion of graduates by year, number and types of students in various programs, and levels of programs. (See also the next reference below, as well as Sosdian & Sharp in Section 2.)

Sosdian, C. P., & Sharp, L. M. The external degree as a credential: Graduates' experiences in employment and further study. Washington, D.C.: Bureau of Social Science Research, 1978.

One document of three that constitute a final report on an NIE-funded project that gathered baseline data on how well external degrees have served their holders with respect to their careers and the extent to which they provide access to higher-level degree programs. This report summarizes data gathered from 2,647 external degree graduates and includes a profile of external degree students; factors influencing choice of program; the students' experiences in these programs; level of negotiability of these degrees in the job market; and level of acceptability of these degrees by graduate and professional schools. A case study of one program is included. (See also the reference immediately above, as well as Sosdian & Sharp in Section 2.)

(2)

Vermilye, D. W. (Ed.) Individualizing the system: Current issues in higher education 1976. San Francisco: Jossey-Bass, 1976.

This volume, published in cooperation with the American Association for Higher Education, is concerned with the key problem of quality versus equality in higher education--of "standards" versus "access." Contributors suggest that the solution lies in avoiding the dehumanizing influence of institutional bigness and in shifting the instructional emphasis from education for all to education for each. In the last part of the book, authors deal with the currently ambivalent commitment of higher education to equal opportunity, and report on the progress of open admissions, the status of ethnic studies programs, new developments in experiential learning, equal opportunity for women, and academic hypocrisy in connection with equal opportunity.

(11)

SECTION 5. FACULTY AS RESOURCES

In addition to the learner, persons called assessors are involved in experiential learning assessment. In many cases, these are academic faculty who, in addition, may perform several functions aside from assessing such as mentoring, counseling, and academic advising. Because of these new and varied roles, faculty are considered a valuable resource in experiential education. There is a need to outline these roles more clearly and to ascertain faculty attitudes towards experiential learning.

Many of the articles in this section are concerned with faculty attitudes, especially as these relate to the changing responsibilities of faculty in a time of retrenchment. The roles and requirements of faculty in contract learning and experiential learning are discussed in several of the references.

Bradley, A. P. The Empire State College mentor: An emerging role. Saratoga Springs, N.Y.: Empire State College, Office of Research and Evaluation, 1975.

Reports the results of a two-year research effort which included personal interviews with mentors the first year and a follow-up questionnaire the next year. The report synthesizes the interview findings with the mentor questionnaire results and the author's personal experience with mentoring.

Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-$0.83 HC-$3.50 plus postage.)

(1,2,6)

Harding, G., & Houser, S. The Centennial Educational Program. Interface Journal, 1974-75, 1(1), 23-29.

Three short papers on the Centennial Education Program of the University of Nebraska-Lincoln, which is a program established in 1969 as a residential cluster college for about 200 undergraduates registered for a six-semester-hour block of problem-centered, experiential learning, usually interdisciplinary. The authors focus on the problems and roles of faculty in this setting.

(2)

Hassler, D. M., & Kaplan, H. E. Student evaluations of experimental university classes. Journal of General Education, 1977, 29(2), 94-104.

(2A,4)

Kray, E. J. Faculty attitudes toward assessment of experiential learning. Fort Lauderdale, Fla.: Nova University, 1975. (ERIC Document Reproduction Service no. ED108728. EDRS price MF-$0.76 HC-$3.32 plus postage.)

It was hypothesized that there is a significant difference in attitudes toward theories of learning between faculty members who assess experiential learning (EL) for award of college credit and those who do not. A questionnaire eliciting ratings on EL assessment methods and philosophy was distributed to 595 faculty members at 54 two- and four-year institutions. The questionnaire contained five statements from the behaviorist position and five from the cognitive constructionist position. Responses were received from 114 respondents who were involved in the assessment of EL and 68 who were not. Results indicated that the faculty who assess EL tend to take the cognitive constructionist position, while those who do not tend to take the behaviorist position. A literature review is included and the survey instrument is appended.

Kray, E. J. Experiential learning assessment--A sourcebook for post-secondary institutions. Media, Pa.: Delaware County Community College, 1977.

(1,2,3,6)

Nolan, M. F., Anderson, L. A., & Mowrer, J. L. Faculty attitude toward a nontraditional studies program. Alternative Higher Education, 1977, 2(1), 17-24.

Report of a study conducted among faculty to determine attitudes toward a nontraditional degree program. Faculty were generally favorable to the idea of a nontraditional degree and did not consider it less rigorous than the traditional program; however, they were skeptical about any "rewards" the faculty might receive as a result of their participation.

Stevens, M. A. A strategy to gain faculty acceptance of and participation in the granting of credit for prior, nonsponsored learning at Black Hawk College. Ed.D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED136884. EDRS price MF-$0.83 HC-$6.01 plus postage.)

Procedures and practices employed in other colleges in the assessment of prior, non-sponsored learning were reviewed as were causes of negative faculty reaction to such assessment at other institutions. Subsequently, a survey of Black Hawk College faculty was conducted to determine their knowledge of and attitudes toward such assessment and their opinions on what procedures should be part of the overall evaluation process. Findings revealed that the faculty were generally favorably disposed; notably, faculty from the career area were more positive toward assessment of prior learning than were university-parallel program faculty. Those faculty supporting the use of behavioral objectives also tended to veiw assessment of prior learning more favorably than other faculty. Specific procedures for the assessment of prior learning were recommended, reflecting faculty attitudes and opinions.

(3)

Tate, J., Keeton, M., Knapp, J., Barbato, B., & Meyer, S. M. CAEL: A status report. College and University, 1977, 52, 401-411.

(12)

SECTION 6. COSTS AND FINANCING

Financing is a critical aspect of experiential learning assessment. Since experiential learning can be highly individual in character and thus dictates tailor-made assessment, some forms of assessment can be expensive. Program directors must weigh the costs of specific assessment practices against their technical qualities to arrive at procedures which are both sound and cost effective.

The topic of cost effectiveness and financing of experiential learning programs should include the consideration of the following factors: the financing of students, faculty compensation, institutional costs, and federal and state funding regulations and outcomes. The articles in this section touch on these dimensions of program cost and financing.

Bowen, H. R., & Douglas, G. K. Efficiency in liberal education (A Report of the Carnegie Commission on Higher Eduction). New York: McGraw Hill, 1971.

A study of comparative instructional costs for different ways of organizing teaching-learning in a liberal arts college. Tables showing estimated costs per class and per student compare programmed independent study with other modes of instruction.

Feasley, C. E. Actual costs of assessing prior learning: Institutions report. Community/Junior College Research Quarterly, October 1978, 3(1), (in press).

Report of a study on the costs of assessing prior learning as compared to the costs of conventional classroom instruction. Covers special admissions fees, entry courses, exit courses, challenge exams, portfolio evaluation, training and transcripting.

Fehnel, R. A., & Sundberg, N. D. From apathy to awareness and action: A model for institutional development of sponsored and prior learning in a traditional university. Eugene, Or.: University of Oregon, 1976. (ERIC Document Reproduction Service no. ED144517. Best copy available; EDRS price MF-$0.83 HC-$3.50 plus postage.)

(2,3)

Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-$0.83 HC-$3.50 plus postage.)

(1,2,5)

Goldstein, M. B. Federal policies towards experiential education. Unpublished manuscript, 1977. (Available for $1 postpaid from the Postsecondary Education Convening Authority of the Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036.)

Provides an historical overview of federal legislation in the general area of education and points out the discrepancy between legislation and policy. Cooperative Education under the Higher Education Act, Career Education, Lifelong Learning Act, and VA regulations are explained as examples of the relationship between legislation and federal policy concerning experiential learning. The author concludes that there is little federal understanding of the concept of experiential learning and especially the connection between work and learning. He dismisses lobbying and new legislation as strategies for changing the federal climate and advocates marketing programs for increasing student volume and visibility so that experiential education can receive a larger share of limited federal support

(1)

Hamilton, I. B. The th[illegible] century: Postsecondary planning for the nontraditional learner. Princeton, N.J.: Office of New Degree Programs, Educational Testing Service, and College Entrance Examination Board, 1976. (ERIC Document Reproduction Service no. ED 125502).

A report prepared for the Higher Education Facilities Commission of the State of Iowa. Includes an overview of the trends in other states with reference to external degree programs. Some cost issues are addressed in the summary of results of a questionnaire which was prepared and sent out to institutions in Iowa to obtain information on programs for nontraditional students.

(1)

Harris, J. Must the standards for college credit be a "rubber ruler"? Columbia, Md.: CAEL, 1978. (Available for $1.00 from CAEL, American City Building, Suite 208, Columbia, Maryland 21044)

(4,10,11)

Knowles, M. The adult learner: A neglected species. Houston: Gulf Publishing, 1973.

(1)

Kray, E. J. Experiential learning assessment--A sourcebook for post-secondary institutions. Media, Pa.: Delaware County Community College, 1977.

(1,2,3,5)

Medsker, L. & Others. Extending opportunities for a college degree. Berkeley: Center for Research and Development in Higher Education, University of California, 1975.

In Chapter 7, "The Economics of the External Degree Program," the author considers cost factors from a number of institutions which have off-campus individualized study as well as on-campus traditional programs. An attempt is made to analyze costs in the same equivalents as in traditional programs. Tables included give: 1) general tuition and fees per semester hour, or the equivalent, and per year by program; 2) the employment and study habits of men and women enrolled in these Extended Degree programs; 3) private costs to the student other than tuition fees; 4) sources of support for students in financing their education; and 5) time off given by employer to attend classes. Start-up and initial development costs are outlined and examples provided for various programs.

Moss, C. E., & Gaither, G. H. Formula budgeting, requiem or renaissance? Journal of Higher Education, 1976, 47(5).

Reviews the concept of formula funding, the events leading to its development, and the anticipated trends. The authors conclude that there is a need to develop formulas which have flexibility and diversity in order to provide adequate funding for qualitative improvement of higher education in the light of a declining or stabilized enrollment. Failure to recognize nontraditional programs is also a drawback of most formulas.

Palola, E. G. Cost-effectiveness evaluation in higher education. Saratoga Springs, N.Y.: Empire State College, 1974.

This manual is a "how-to-do-it" set of definitions and procedures for developing the cost effectiveness model at Empire State College. The procedures are described in detail so that other institutions may apply the procedures to various settings.

Palola, E. G. PERC handbook (program effectiveness and related costs). Saratoga Springs, N.Y.: Empire State College, Office of Research and Evaluation, 1977.

A description of a program evaluation framework used at Empire State College whereby assessment of educational effectiveness and associated costs are integrated into an institutional data system. A variety of data collection methods in a chronological sequence are used which give a multiple perspective on student learning. Costs are related to the program effectiveness measures rather than to student credit hours.

(4)

PART B. ASSESSMENT

SECTION 7. IDENTIFICATION

The identification of the specific outcomes of a learning experience is the first step in the assessment of prior learning. For sponsored programs, as in most educational activities, this step follows the establishment of general goals and serves to direct the course of the learning. Most of the literature in this section concerns identifying college-level knowledge and skills; some of the cited works deal with behavioral objectives and competence statements. Some "how-to-do-it" guides for students are also included.

Andrews, T. (Ed.) Assessment. Multi-State Consortium on Performance Based Teacher Education, 1973.

(10,11)

Cheren, M. A manual for program advisors. Washington, D. C.: Campus-Free College, 1978.

(1,2)

Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

A workbook for students developing portfolios. Using explanations, examples and worksheets, students are taken step-by-step through the portfolio development process. The guide includes an introduction to nontraditional education, alternate ways to earn college credit, educational planning, development of a resume, identifying strengths, and writing credit requests.

(8,9,10,11)

Clark, F. T., & Chisholm, S. (Eds.) Contract learning casebook. Saratoga Springs, N.Y.: Empire State College, Center for Individualized Education, 1975.

(3,8,10)

Ekstrom, R. B., Harris, A. M., & Lockheed, M. E. How to get college credit for what you have learned as a homemaker and volunteer. Princeton, N.J.: Educational Testing Service, 1977.

A useful guide for women who are thinking about entering or returning to college after spending several years as housewives and/or as volunteers in their communities. Section I contains descriptive information, and Section II is a workbook for the reader to use in evaluating her own experiences and in seeking to obtain college credit for them. Four appendices contain useful information such as a series of "I can" competency lists in different volunteer and homemaker fields.

(9)

Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

(2,10,11,12)

Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

(2,8,9,10,11)

Heermann, B. C. A student guide to cooperative work experience and internship. Dayton, Ohio: Sinclair Community College, 1977.

A guide for field experience students which describes the roles for faculty, students, and employers. Special attention is given to writing learning outcomes and the educational foundations for the program.

(8,9,10,11)

Heermann, B. C. A student guide to receiving credit for prior learning. Dayton, Ohio: Sinclair Community College, 1977.

A handbook used in Sinclair Community College's Portfolio Development course. Provides complete instructions on how to assemble a portfolio and how the portfolio is assessed.

(8,9,10,11)

Hogan, T. P. Assessment issues for Wisconsin's extended degrees. Green Bay, Wisc.: Office of Educational Research and Development, University of Wisconsin-Green Bay, 1977.

(4,10,11)

Institute for Personal and Career Development, Central Michigan University. Application for graduate experiential learning credit. Mt. Pleasant, Mi.: Central Michigan University, 1977.

(8,9)

Lupton, D. K. The project-syllabus method in experiential education. Alternative Higher Education, 1976, 1(1), 43-50.

(2,3)

McKean, B. (Ed.) Toward defining measurable objectives in the affective domain for experiential education programs. Denver: Colorado Outward Bound School, 1975. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED139572. EDRS Price MF-$0.83 plus postage, HC not available from EDRS.)

(2,10)

Miller, M. R. Student handbook on preparing a portfolio for the assessment of prior learning. Barre, Vt.: Vermont State Colleges, Office of External Programs, 1977.

(8,9)

Park, D. The Cooperative Assessment of Experiential Learning. Adult Leadership, 1975, 23(8), 242-247.

The Cooperative Assessment of Experiential Learning (CAEL) project was committed to developing assessment for both sponsored and non-sponsored experiential learning. The article concentrates on the priority area of assessing the learning outcomes of the world of work and discusses the development of a revised cognitive taxonomy and its diagnostic applications.

(8)

Picarelli, J. G. Learning for your future: Planning your education, career, and life. Washington, D.C.: Washington International College, 1977.

(8)

Pottinger, P. S., & Klemp, G. O. Concepts and issues related to the identification, measurement and validation of competence. Boston: Institute for Competence Assessment, McBer and Company, (no date).

(10,11)

Stephens College Without Walls. Prior learning: A guide to portfolio development. Columbia, Mo.: Stephens College, 1977-78.

Presents for the adult student a two-step process for describing and documenting experiential learning. The processes and their organization aid in obtaining maximum college credit yet reducing the time involved in developing the portfolio and time involved in assessment by the faculty.

(9,11)

Stevens, M. A. Developing learning objectives for a model course to prepare adults for the assessment of prior, non-sponsored learning by portfolio evaluation. Ed.D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED140887. EDRS Price MF-$0.83 HC-$2.06 plus postage. Appendix C may be marginally legible due to small print of the original document.)

(2,3,8)

Woditsch, G. A. Developing generic skills: A model for competency-based general education (CUE Project Occasional Paper Series No. 3). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

Describes a competency-based model that sets target outcomes for the general education component of a baccalaureate degree and suggests a curricular strategy for their achievement. The outcomes and curricular strategies are embedded in a discussion about the maturation of human capabilities. The concept of assessment as it relates to students, faculty and programs is described.

(2,3,10)

SECTION 8. ARTICULATION

Relating prior learning to a degree program or to an individualized educational plan and setting goals for sponsored learning programs are two types of articulation covered in this section. A majority of the citations are annotated elsewhere, particularly in Section 7 since articulation is closely related to the identification stage in assessment.

Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

(7,9,10,11)

Clark, F. T., & Chisholm, S. (Eds.) Contract learning casebook. Saratoga Springs, N.Y.: Empire State College, Center for Individualized Education, 1975.

(3,7,10)

Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

A handbook used by Sinclair Community College "College Without Walls" students in business programs. The manual describes program competencies and the flexibility that students have in designing learning strategies to accomplish prescribed program outcomes. The flexible time/space parameters of the program are clarified.

(2,7,9,10,11)

Heermann, B. C. A student guide to cooperative work experience and internship. Dayton, Ohio: Sinclair Community College, 1977.

(7,9,10,11)

Heermann, B. C. A student guide to receiving credit for prior learning. Dayton, Ohio: Sinclair Community College, 1977.

(7,9,10,11)

Institute for Personal and Career Development, Central Michigan University. Application for graduate experiential learning credit. Mt. Pleasant, Mi.: Central Michigan University, 1977.

A student aid for completing a comprehensive application portfolio provided by Central Michigan University for its graduate students who apply for experiential learning credit. The portfolio is designed to be self-explanatory and to be used by students who have no official contact with the experiential learning evaluator. Included are instructions and special forms to help the student articulate learning from each type of experience.

(7,9)

Miller, M. R. Student handbook on preparing a portfolio for the assessment of prior learning. Barre, Vt.: Vermont State Colleges, Office of External Programs, 1977.

(7,9)

Park, D. The Cooperative Assessment of Experiential Learning. Adult Leadership, 1975, 23(8), 242-247.

(7)

Picarelli, J. G. Learning for your future: Planning your education, career, and life. Washington, D.C.: Washington International College, 1977.

A guide to educational, career, and life planning designed for adult learners. This text was developed specifically for students at Washington International College but could be an aid for other individuals who wish to approach life planning in a systematic manner. Guide includes instruction, practical exercises, and resources for completing a process of thorough self-assessment and goal-setting. Also provides procedures for developing an educational or career plan based on long-range goals.

(7)

Stevens, M. A. Developing learning objectives for a model course to prepare adults for the assessment of prior, non-sponsored learning by portfolio evaluation. Ed.D. Practicum, Nova University, 1977. (ERIC Document Reproduction Service no. ED140887. EDRS Price MF-$0.83 HC-$2.06 plus postage. Appendix C may be marginally legible due to small print of the original document.)

(2,3,7)

SECTION 9. DOCUMENTATION

Confirmation of experience and verification of learning can serve an important function in the assessment process; however, relatively little literature focuses solely on documentation as it is a somewhat unexplored area.

Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

(7,8,10,11)

Ekstrom, R. B., Harris, A. M., & Lockheed, M. E. How to get college credit for what you have learned as a homemaker and volunteer. Princeton, N.J.: Educational Testing Service, 1977.

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Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to cooperative work experience and internship. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to receiving credit for prior learning. Dayton, Ohio: Sinclair Community College, 1977.

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Institute for Personal and Career Development, Central Michigan University. Application for graduate experiential learning credit. Mt. Pleasant, Mi.: Central Michigan University, 1977.

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Institute for Personal and Career Development, Central Michigan University. The Experiential Learning Program. The evaluation of experiential learning: Guidelines for evaluators concerning graduate student evaluation. Mt. Pleasant, Mi.: Central Michigan University, 1977.

(10,11)

Miller, M. R. Student handbook on preparing a portfolio for the assessment of prior learning. Barre, Vt.: Vermont State Colleges, Office of External Programs, 1977.

A handbook primarily for adults describing the process for assessment of prior learning. Contains sections which help learners in indentifying educational and life goals, documenting learning experiences, and putting together a portfolio.

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Sackmary, B., & Hedrick, H. Assessment of the experiential learning of women for college credit in the area of women's studies. Mt. Pleasant, Mi.: Central Michigan University, 1977.

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Stephens College Without Walls. Prior learning: A guide to portfolio development. Columbia, Mo.: Stephens College, 1977-78.

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Summerskill, J., & Osander, J. The educational passport. Paper presented at the American Association for Higher Education Conference, Chicago, March 1974. (ERIC Document Reproduction Service no. ED089609. EDRS Price MF-$0.76 HC-$1.58 plus postage.)

The educational passport is a document that contains a student's credentials from the educational world and is the student's personal property that can be used as he or she moves from high school to college, from college to college, from school to job, from job to school, and so on. This paper discusses three aspects of the passport, developed at the Educational Testing Service: 1) reasons for developing the passport, 2) characteristics of the passport, and 3) issues and problems concerning the passport. The passport itself would be a single sheet of microfiche in an envelope. The microfiche would contain, depending on the student's preferences, his or her educational progress, for example, high school grades, recommendations from teachers, scores, college grades, instructors' comments, narrative testimonies, summaries of special projects or special training, outcomes of experiential learning, and personal statements of accomplishment.

(12)

SECTION 10. MEASUREMENT

Measurement--determining the nature and extent of learning--is the heart of the assessment process. References cited here deal with methods, techniques, and issues of measurement. Some items concern specific techniques such as simulation and gaming. Others deal with measuring experiential learning in different subject fields such as nursing, business, outdoor education, and college adminstration.

Andrews, T. (Ed.) Assessment. Multi-State Consortium on Performance Based Teacher Education, 1973.

(7,11)

Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

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Clark, F. T., & Chisholm, S. (Eds.) Contract learning casebook. Saratoga Springs, N.Y.: Empire State College, Center for Individualized Education, 1975.

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Fincher, C. Simulation techniques in training college administrators. Athens: University of Georgia, 1973. (Available for $2 from Institute of Higher Education, University of Georgia, Athens, Georgia 30602. ERIC Document Reproduction Service no. ED098839. EDRS Price MF-$0.76 HC-$1.95 plus postage.)

Discusses simulation as a device for representing complex processes in a manageable form, gaming as an organizing technique for training and indoctrination, and modeling as an analytical tool for concepts and principles--all of which can serve to reduce conflict with traditional notions about recruitment and selection in academic administration. Asserts that simulation not only can reduce the initial reluctance of administrators to seek formal training, but also has the potential to present concepts, principles, and techniques in an organized, integrative manner that could make their application a more likely prospect.

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Forrest, A. A new, old frontier for the library-college: The educational context of assessing experiential learning. Learning Today, 1976, 9(1), 54-59.

Presents techniques that teachers are using to measure learning that takes place in unsupervised contexts.

Forrest, A., & Steele, J. M. College outcome measures project: Annual report. Iowa City: American College Testing Program, 1977. (Available from ACT, 2201 North Dodge Street, Iowa City, Iowa 52240.)

Report of a project that has developed packages for assessing the ability to apply six skills that are important for a variety of adult roles outside college. Included in the report are the generic competencies that are outcomes of a college education, stimulus modes, examples of questions, and field tryout results.

Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

(2,7,11,12)

Harris, J. Must the standards for college credit be a "rubber ruler"? Columbia, Md.: CAEL, 1978. (Available for $1.00 from CAEL, American City Building, Suite 208, Columbia, Maryland 21044)

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Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to cooperative work experience and internship. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to receiving credit for prior learning. Dayton, Ohio: Sinclair Community College, 1977.

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Heydinger, R. B. The assessment of student performance: A model and the reforms. Washington, D.C.: Educational Resources Information Center, 1975. (ERIC Document Reproduction Service no. ED104246)

This paper presents an overview of the trends in the assessment of student performance that are emerging from learner-centered reform. Includes the purposes of assessment, characteristics of assessment criteria, and procedures and uses of assessment products.

Hogan, T. P. Assessment issues for Wisconsin's extended degrees. Green Bay, Wisc.: Office of Educational Research and Development, University of Wisconsin-Green Bay, 1977.

A series of six papers which describe assessment issues most pertinent to an adult educational program in which assessment of prior college-level learning as well as assessment of classroom and experiential learning are important components of the program. Issues addressed include: the use of assessment as a measure of quality control; the importance of assessing a student's learning rather than just the experience; fundamental principles guiding the specification of assessment procedures; methods for implementing assessment techniques; and procedures for recording the results.

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Institute for Personal and Career Development, Central Michigan University. The Experiential Learning Program. The evaluation of experiential learning: Guidelines for evaluators concerning graduate student evaluation. Mt. Pleasant, Mi.: Central Michigan University, 1977.

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Mager, R. F., & Pipe, P. Analyzing performance problems. Belmont, Calif.: Fearon Publishers, 1970.

Explores a procedure for analyzing performance problems and formulating solutions to such problems. Based on the authors' consulting activities in which they have conducted numerous performance analyses for business, industry and education and have taught others how to benefit from application of the analysis skill.

McKean, B. (Ed.) Toward defining measurable objectives in the affective domain for experiential education programs. Denver: Colorado Outward Bound School, 1975. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED139572. EDRS Price MF-$0.83 plus postage, HC not available from EDRS.)

Discusses the necessity for objectives; describes the affective domain and the utilization of behavioral indicators to make affective objectives in experiential education workable. Six program descriptions are included as examples of the combination of affective measurable objectives with the field of experiential education. Illustrating what is possible and being developed in the field of experiential education, the examples include the necessary behavioral indicators, which guide the teacher-observer in recognizing and categorizing student change. The programs cover: involvement in the local community; living within a new community environment; outdoor activities for spring, summer, fall, and winter; and outdoor pursuits for mentally retarded and for "disaffected" students.

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Muzik, D. Design, implementation, and evaluation of Taylor University's Christian Education Internship Program. Upland, In.: Taylor University, 1977.

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Pottinger, P. S., & Klemp, G. O. Concepts and issues related to the identification, measurement and validation of competence. Boston: Institute for Competence Assessment, McBer and Company, (no date).

A perspective on overcoming threats to the reliable and valid assessment of competence. The authors cover the following areas: 1) critical concepts in defining generic abilities; 2) empirical linkages between assessment and postacademic requirements; 3) determining the meaning of measures; 4) establishing criterion levels; 5) implications of new measures for policy research; and 6) technologies for identifying skills and other characteristics related to competence.

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Rinnader, E. Sources and information for assessing student learning. New Directions for Community Colleges, 1977, 5(2), 105-108.

Reports on ERIC references pertinent to the assessment of prior learning and sponsored experiential learning and the measurement of student progress in cooperative education programs.

Sackmary, B., & Hedrick, H. Assessment of the experiential learning of women for college credit in the area of women's studies. Mt. Pleasant, Mi.: Central Michigan University, 1977.

(2,9,11)

Sharon, A. T. Technical and practical problems in assessing experiential learning. Paper presented at a joint session of the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education, Washington, D.C., April 1975. (ERIC Document Reproduction Service no. ED106362. EDRS price MF-$0.76 HC-$1.58 plus postage.)

The measurement difficulties of experiential learning arise because assessment is often individualized, off-campus learning experiences are not well structured or defined, and paper-and-pencil tests are often inappropriate measurement devices. The assessment process requires quality control to assure that it can accurately indicate whether learning has taken place and to verify that the learning meets an educational standard of quality. This presentation gives attention to the reliability and validity of assessment procedures, especially the notion of standards. The author suggests that both norm-referenced and criterion-referenced approaches can be employed to determine whether the student has achieved an acceptable level of learning.

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Western Interstate Commission for Higher Education. Innovations in nursing curricula. Proceedings of a workshop for nursing faculty, San Diego, January, 1976. (Available from Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302. ERIC Document Reproduction Service no. ED136653. EDRS price MF-$0.83 HC-$4.67 plus postage.)

Proceedings of a workshop conducted by the Western Council on Higher Education for Nursing that includes patterns of assessment of experiential learning.

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Woditsch, G. A. Developing generic skills: A model for competency-based general education (CUE Project Occasional Paper Series No. 3). Bowling Green, Ohio: Bowling Green State University, 1977. (Available from Managing Editor, CUE Project Publications, Bowling Green State University, Bowling Green, Ohio 43403.)

(2,3,7)

Yelon, S. L. Saving time and energy in evaluating individual performance in field placement: Ideas contributed by faculty at Michigan State University. East Lansing: Learning and Evaluation Service, Michigan State University, (no date).

A publication written by faculty at Michigan State University and designed to assist faculty in evaluating students who are participating in clinical or field experience programs. Suggests techniques for formulating objectives, measuring outcomes, and debriefing. Samples of forms, checklists, measurement techniques, and grading guidelines are found in the appendix.

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SECTION 11. EVALUATION

Evaluation, an important step in the assessment process, involves determining whether the demonstrated learning meets a specified standard and how much credit should be awarded. For sponsored programs this means setting standards before the learning experience begins; for prior learning it means determining the standard after the nature of the learning has been determined. This section includes references on how standards may be set (and by whom), comparisons with evaluation in traditional settings, and examples of various methods and procedures for crediting experiential learning.

American Council on Education. National guide to credit recommendations for non-collegiate courses. Washington, D.C.: American Council on Education, 1978.

A joint endeavor by the American Council on Education and New York State Board of Regents. Lists credit recommendations and descriptions for 531 courses offered by 43 organizations (e.g., corporations, proprietary schools, labor unions). The listings are the result of site visits by members of the ACE Committee on Non-collegiate Sponsored Instruction to 18 states to conduct course evaluations.

Andrews, T. (Ed.) Assessment. Multi-State Consortium on Performance Based Teacher Education, 1973.

This monograph is a compilation of papers. The first selection creates a context for viewing how various state education agencies are approaching performance education. Another explores the value questions that are at the heart of evaluation issues. Others touch on the problems of selecting assessment systems, developing performance tests, and identifying minimal competencies. Cost and teacher concerns are also issues.

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Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

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Forrest, A. Experiential learning and the assessment problem. American Vocational Journal, 1976, 51(7), 39-41.

Describes the scope of experiences for which people are seeking credit at the postsecondary level and suggests some techniques for dealing with them noting that when experiential learning is school-controlled or sponsored it is problematic but more so when learners submit learning from personal experiences from the past that are not supervised by the institution petitioned.

Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

(2,7,10,12)

Harris, J. Must the standards for college credit be a "rubber ruler"? Columbia, Md.: CAEL, 1978. (Available for $1.00 from CAEL, American City Building, Suite 208, Columbia, Maryland 21044)

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Heermann, B. C. A student guide to college without walls. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to cooperative work experience and internship. Dayton, Ohio: Sinclair Community College, 1977.

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Heermann, B. C. A student guide to receiving credit for prior learning. Dayton, Ohio: Sinclair Community College, 1977.

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Hogan, T. P. Assessment issues for Wisconsin's extended degrees. Green Bay, Wisc.: Office of Educational Research and Development, University of Wisconsin-Green Bay, 1977.

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Institute for Personal and Career Development, Central Michigan University. The Experiential Learning Program. The evaluation of experiential learning: Guidelines for evaluators concerning graduate student evaluation. Mt. Pleasant, Mi.: Central Michigan University, 1977.

Guidelines established by Central Michigan University to assist experiential learning evaluators in assessing graduate student applications for experiential learning credit. The guidelines focus primarily on evaluation of learning from professional experiences, both practical and training.

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Kintzer, C. Articulation and transfer (Topical Paper No. 59). Los Angeles: ERIC Clearinghouse for Junior College Information, University of California, 1976. (ERIC Document Reproduction Service no. ED130746. EDRS price MF-$0.83 HC-$2.06 plus postage.)

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Pottinger, P. S., & Klemp, G. O. Concepts and issues related to the identification, measurement and validation of competence. Boston: Institute for Competence Assessment, McBer and Company, (no date).

(7,10)

Sackmary, B., & Hedrick, H. Assessment of the experiential learning of women for college credit in the area of women's studies. Mt. Pleasant, Mi.: Central Michigan University, 1977.

This paper, which was presented to the CAEL Assembly in October, 1977, provides preliminary guidelines for the development of assessment criteria by which women may receive college credit for experiential learning applicable to women's studies. General standards for assessment of experiential learning, statements of the goals of women's studies programs, descriptions of specific women's studies courses and information relevant to the assessment of experiential learning are presented. Also included are sample portfolio materials representative of actual experiences of women.

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Schultz, R. E. Lifelong learning: Higher education's response (Topical Paper No. 3). Tucson: University of Arizona, College of Education, 1976. (Available for $2 from Committee on Higher Education, University of Arizona, 1415 North Fremont Street, Tucson, Arizona 85719. ERIC Document Reproduction Service no. ED131778. EDRS price MF-$0.83 HC-$1.67 plus postage.)

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Sexton, R. Experiential education and community involvement practices at the postsecondary level: Implications for career education (Report No.: PO0760303). Washington, D.C.: Office of Career Education, Department of Health, Education, & Welfare, 1976. (ERIC Document Reproduction Service no. ED138771. EDRS price MF-$0.83 HC-$3.50 plus postage.)

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Sharon, A. T. Technical and practical problems in assessing experiential learning. Paper presented at a joint session of the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education, Washington, D.C., April 1975. (ERIC Document Reproduction Service no. ED106362. EDRS price MF-$0.76 HC-$1.58 plus postage.)

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Stephens College Without Walls. Prior learning: A guide to portfolio development. Columbia, Mo.: Stephens College, 1977-78.

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Vermilye, D. W. (Ed.) Individualizing the system: Current issues in higher education 1976. San Francisco: Jossey-Bass, 1976.

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Western Interstate Commission for Higher Education. Innovations in nursing curricula. Proceedings of a workshop for nursing faculty, San Diego, January, 1976. (Available from Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302. ERIC Document Reproduction Service no. ED136653. EDRS price MF-$0.83 HC-$4.67 plus postage.)

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Yelon, S. L. Saving time and energy in evaluating individual performance in field placement: Ideas contributed by faculty at Michigan State University. East Lansing: Learning and Evaluation Service, Michigan State University, (no date).

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SECTION 12. TRANSCRIPTION

How to record credit or recognition for experiential learning poses special problems because the learning often does not fit traditional course labels or descriptions. This section gives an overview of problems--e.g., how to represent learning accurately and appropriately for third parties, how nontraditional records of learning are viewed by various group, etc.

Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

(2,7,10,11)

Johnson, R. A., Kluzek, D. L., & Stanton, C. A. Linking non-traditional undergraduate programs to graduate and professional schools: USF's graduate school project - A progress report. Paper prepared for presentation at the meeting of the Council for the Advancement of Experiential Learning, Toronto, Canada, April 1978.

A report of a project that was implemented to smooth the path to graduate and professional schools for graduates of the University of San Francisco's external degree programs. Credit for prior learning is a significant element of those degree programs. The project contains three components: 1) transcripting improvement--a two-track system; 2) informational interviews--gathering and giving information; 3) academic counselling--guidance towards appropriate post-baccalaureate programs and in portfolio preparation. Three alternatives are explored: 1) making graduate schools aware of nontraditional projects; 2) seeking legal solutions; 3) improving counselling and informational services for students enrolled in nontraditional undergraduate programs.

Knapp, J., & Hamilton, I. B. The effect of nonstandard undergraduate assessment and reporting practices on the graduate school admissions process (GRE Report No. 76-14). Princeton, N.J.: Educational Testing Service, 1976.

A report of an exploratory study sponsored by the Graduate Record Examinations Board and designed to identify and describe problems encountered by graduate school staff and decision makers with respect to such unusual undergraduate assessment and reporting procedures as credit by examination, credit for prior learning, credit for field experience, narrative transcripts, and pass/fail grading. Graduate school deans and admissions personnel at selected institutions were surveyed to determine student assessment practices and atypical transcript reporting methods that cause difficulties in the selection and admission of candidates. A smaller subset of graduate schools representing a variety of characteristics were selected from the survey and studied in depth via site visits in order to describe the problems in detail and gather attitudinal and anecdotal information.

Summerskill, J., & Osander, J. The educational passport. Paper presented at the American Association for Higher Education Conference, Chicago, March 1974. (ERIC Document Reproduction Service no. ED089609. EDRS price MF-$0.76 HC-$1.58 plus postage.)

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Tate, J., Keeton, M., Knapp, J., Barbato, B., & Meyer, S. M. CAEL: A status report. College and University, 1977, 52, 401-411.

Summary of a session conducted at the 1977 annual meeting of the American Association of Collegiate Registrars and Admissions Officers. Although a status report on CAEL, the comments of the panel focus on the role of faculty and particularly registrars in the assessment and recording of experiential learning.

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PART C. ALPHABETICAL LISTING OF ALL ANNOTATED ENTRIES

American Council on Education. National guide to credit recommendations for non-collegiate courses. Washington, D.C.: American Council on Education, 1978.

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Andrews, T. (Ed.) Assessment. Multi-State Consortium on Performance Based Teacher Education, 1973.

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Arnold, D. S., & Others. Experiential education: A new direction for an old concept. Papers delivered under the Sponsorship of the Humanistic Psychology Division at the 81st Annual Convention of the American Psychological Association, August 1978. (ERIC Document Reproduction Service no. ED086079. EDRS price MF-$0.76 HC-$1.95 plus postage.)

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Bailie, R. C., & Wales, C. E. PRIDE: A new approach to experiential learning. Engineering Education, 1975, 65, 398-402.

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Barber, W. H., & Lurie, H. J. Designing an experientially based continuing education program. American Journal of Psychiatry, 1973, 130, 1148-1150.

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Betts, F. M. Assessing the effects of anxiety on student satisfaction in the GLCA - Philadelphia Urban Semester. Philadelphia: Great Lakes Colleges Association, 1977.

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Blackmer, A. R., & Irwin, P. Study of off-campus education: A report. Boston: National Association of Independent Schools, 1977. (Available for $2 from the Mail Room, National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109).

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Blai, B. "Total" learning/development at Harcum Junior College. Psychology, 1974, 11, 65-69.

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Bowen, H. R., & Douglas, G. K. Efficiency in liberal education (A Report of the Carnegie Commission on Higher Education). New York: McGraw-Hill, 1971.

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Bradley, A. P. The Empire State College mentor: An emerging role. Saratoga Springs, N.Y.: Empire State College, Office of Research and Evaluation, 1975.

(5)

Brigham Young University, Language Research Center. Latin America: Intercultural experiential learning aid. Provo, Utah: Author, 1976. (Available for $2.00 plus $0.25 postage from Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602. ERIC Document Reproduction Service no. ED140620. EDRS price MF-$0.83 HC-$3.50 plus postage. Some pages may be marginally legible due to small print of the original document.)

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Brown, S. J. Cooperative education and career development: A comparative study of alumni. Boston: Northeastern University, 1976.

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Burt, R. F., & Douglas, M. The community resource person's guide for experience-based learning. Portland, Or.: Northwest Regional Educational Laboratory, 1977. (Available from Northwest Regional Educational Laboratory, 719 Southwest Second Avenue, Portland, Oregon 97204.)

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CAEL. Directory of members, 1977-78. Columbia, Md.: Council for the Advancement of Experiential Learning, 1978.

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CAEL. Newsletter. Periodical published several times a year. (Available from CAEL, American City Building, Suite 208, Columbia, Maryland 21044.)

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California State University and Colleges. The 1,000-mile campus. Los Angeles: Author, 1972.

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Certo, S. C., & Newgren, K. E. Interpersonal skill development: The experiential training unit (ETU) and transfer of training. Paper presented at the Annual Meeting of the Association for Business Simulation and Experiential Learning, Wichita, Kansas, April 1977. (ERIC Document Reproduction Service no. ED140360. EDRS price MF-$0.83 HC-$1.67 plus postage.)

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Cheren, M. A manual for program advisors. Washington, D. C.: Campus-Free College, 1978 (in press).

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Christensen, F. A., & Others. Student guide to portfolio development. Palatine, Ill.: William Rainey Harper College, 1977. (Available for $5.95 from the Harper College Bookstore.)

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Clark, F. T., & Chisholm, S. (Eds.) Contract learning casebook. Saratoga Springs, N.Y.: Empire State College, Center for Individualized Education, 1975.

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Corey, J. F. (Ed.) A brief history of service-learning internship programs. Raleigh: North Carolina State Board of Higher Education, 1972. (ERIC Document Reproduction Service no. ED070375. EDRS price MF-$0.76. HC-$1.58 plus postage.)

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Council on Social Work Education. The dynamics of field instruction: Learning through doing. New York: Author, 1975. (Available for $3.50 from Council on Social Work Education, 345 E. 46th St., New York, New York 10017. ERIC Document Reproduction Service no. ED 121223. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

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Cross, K. P. Accent on learning: Improving instruction and reshaping the curriculum. San Francisco: Jossey-Bass, 1976.

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Cytrynbaum, S. Project Outreach: An approach to human relationships, experiential learning and community action in the introductory psychology course. Paper presented at the American Psychological Association Convention, Washington, D.C., September, 1969. (ERIC Document Reproduction Service no. ED 043915. EDRS price MF-$0.76 HC-$1.58 plus postage.)

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DeHaan, R. F., & Van Wagner, K. Evaluating an experiential learning program: The GLCA--Philadelphia Urban Semester. Journal of Educational Research, 1977, 70, 222-225.

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Ekstrom, R. B., Harris, A. M., & Lockheed, M. E. How to get college credit for what you have learned as a homemaker and volunteer. Princeton, N.J.: Educational Testing Service, 1977.

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Feasley, C. E. Actual costs of assessing prior learning: Institutions report. Community/Junior College Research Quarterly, October 1978, 3(1) (in press).

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Fehnel, R. A., & Sundberg, N. D. From apathy to awareness and action: A model for institutional development of sponsored and prior learning in a traditional university. Eugene, Or.: University of Oregon, 1976. (ERIC Document Reproduction Service no. ED144517. Best copy available; EDRS price MF-$0.83 HC-$3.50 plus postage.)

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Fincher, C. Simulation techniques in training college administrators. Athens: University of Georgia, 1973. (Available for $2 from Institute of Higher Education, University of Georgia, Athens, Georgia 30602. ERIC Document Reproduction Service no. ED098839. EDRS price MF-$0.76 HC-$1.95 plus postage.)

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Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-$0.83 HC-$3.50 plus postage.)

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Forrest, A. Experiential learning and the assessment problem. American Vocational Journal, 1976, 51(7), 39-41.

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Forrest, A. A new, old frontier for the library-college: The educational context of assessing experiential learning. Learning Today, 1976, 9(1), 54-59.

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Fram, E. H., & Others. Connaitre and savoir: Scholarship and workmanship. A presentation to the Adult Education Research Conference, Toronto, Ontario, April, 1976. (ERIC Document Reproduction Service no. ED123380. EDRS price MF-$0.83 HC-$1.67 plus postage.)

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Gardner, E. S. Building educational bridges between practically everybody: A JEP idea book on how to start a college-community partnership. Joint Educational Project, University of Southern California, 1977.

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Garrard, J., & Verby, J. E. Comparisons of medical student experiences in rural and university settings. Journal of Medical Education, 1977, 52(10), 802-810.

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Gill, P. L. A model for academic assessment of associates in arts graduates in performance or competency based terms. Doctoral dissertation, Nova University, 1976. (ERIC Document Reproduction Service no. ED134629)

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Godfrey, R. A review of research and evaluation literature on Outward Bound and related educational programs. Paper presented at the Conference on Experiential Education, Estes Park, Colorado, October 1974. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED141039. EDRS price MF-$0.83 plus postage. Parts may be marginally legible due to small print of the original document. HC Not available from EDRS.)

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Goldstein, M. B. Federal policies towards experiential education. Unpublished manuscript, 1977. (Available for $1 postpaid from the Postsecondary Education Convening Authority of the Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036.)

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Graham, R. Youth and experiential learning. Chapter IX in Youth: The seventy-fourth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1975.

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Hall, G. UWW credit for prior learning: A handbook for students and evaluators. Amherst, Mass: University Without Walls Program, University of Massachusetts, 1977.

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Hall, G. E., & Jones H. L. Competency-based education: A process for the improvement of education. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

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Hamilton, I. B. The third century: Postsecondary planning for the nontraditional learner. Princeton, N.J.: Office of New Degree Programs, Educational Testing Service, and College Entrance Examination Board, 1976. (ERIC Document Reproduction Service no. ED 125502).

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PART E. SUBJECT INDEX

The subject index that follows is based primarily on the indexing vocabulary used in the ERIC system. Two or more index terms have been assigned to each report or journal article to reflect the major content of the document. This subject index is designed to supplement the twelve broad sections into which the bibliography is divided.

The index term is written in capital letters. Below the index terms are the appropriate references listed by the last name of the first author and the page number. Whenever an author has two citations on the same page, the date of the article is listed in parenthesis.

ABILITY IDENTIFICATION
Pottinger 10-4
Andrews 11-1

ACADEMIC RECORDS
Summerskill 9-3

ACADEMIC RESPECTABILITY
Lynton 1-6

ACCESS TO EDUCATION
Vermilye 4-8

ACCREDITATION (INSTITUTIONS)
Harris 4-3

ACTION PROCESS TEACHING
Singer 2A-5

ADMINISTRATOR EDUCATION
Fincher 10-1

ADULT EDUCATION
Valley 1-11
Hogan 10-3

ADULT PROGRAMS
Schultz 2-14

ADULT STUDENTS
Fram 1-3
Knowles 1-5
Stevens 3-10
Picarelli 8-2
Miller 9-2

ADVISORS
Cheren 1-2

AFFECTIVE BEHAVIOR
McKean 10-4

AGED
Wasmuth 2-19

AGRICULTURAL COLLEGES
Mowrer 1-7

AGRICULTURAL EDUCATION
Mowrer 2-11

ANNOTATED BIBLIOGRAPHIES
Lewchuk 2-9
See also BIBLIOGRAPHIES

ANXIETY
Betts 4-1

ARTICULATION (PROGRAM)
Reyes 3-8
Kintzer 4-5
Sosdian 4-8

ASSERTIVENESS
Betts 4-1

ASSESSMENT OF STUDENTS
See STUDENT EVALUATION

AUTOINSTRUCTIONAL AIDS
Brigham Young University
Language Research Center 3-2

BEHAVIOR CHANGE
McKean 10-4

BEHAVIORAL OBJECTIVES
McKean 10-4

BIBLIOGRAPHIES
Rinnader 10-5
See also ANNOTATED BIBLIOGRAPHIES

BLACKHAWK COLLEGE
Stevens 3-10
Stevens 5-3

BUDGETING
Moss 6-3

CALIFORNIA STATE UNIVERSITIES
California State University
and Colleges 1-1

CAREER EDUCATION
Hoyt 1-5
Sexton 1-9
Valley 1-11
Rosen 2-12
Vermilye 2-18

CAREER PLANNING
Seiniger 1-9
Picarelli 8-2

CASE STUDIES
Palola 4-6

CENTENNIAL EDUCATIONAL PROGRAMS
Harding 5-1

CENTER FOR URBAN AFFAIRS
Kuhlman 2-9

CENTRAL MICHIGAN UNIVERSITY
Institute for Personal and
Career Development 8-2
Institute for Personal and
Career Development 11-3

CERTO-DOUGHERTY EXPERIENTIAL
LEARNING MODEL
Certo 3-3

CHIEF ADMINISTRATORS
Fincher 10-1

CHILDRENS LITERATURE
Lukenbill 2A-3

CHINA
Shirk 1-10

CHRISTIAN EDUCATION
Muzik 2-11

CHRISTIAN EDUCATION INTERNSHIP
PROGRAM
Muzik 2-11

CLINICAL EXPERIENCE
Society for Field Experience
Education 2-15
Yelon 10-6

COGNITIVE DEVELOPMENT
Graham 1-4

COLLEGE CREDITS
Kray 2-8
Nyquist 2-11
Sexton 3-9
Harris 4-3
Stevens 5-3
American Council on
Education 11-1

COLLEGE CURRICULUM
Payne 2A-4

COLLEGE GRADUATES
Gill 4-2
Lehman 4-5
Palola 4-6
Johnson 12-1

COLLEGE OF PUBLIC & COMMUNITY
SERVICE (UNIVERSITY OF MASSACHUSETTS)
Strange 2-16

COLLEGE ROLE
Seiniger 1-9

COLLEGES
Dantes 2-4
Sexton 3-9
Kray 5-2
See also UNIVERSITIES

COLLEGE STUDENTS
Cytrynbaum 2-3

COLLEGE WITHOUT WALLS
Heerman 2-7

COLUMBIA TEACHERS COLLEGE
Singer 2A-5

COMMUNITY AGENCIES
Reyes 3-8

COMMUNITY COLLEGE OF VERMONT
Harper 2-6
Vermont Community Colleges 2-19

COMMUNITY COLLEGES
Harper 2-6
Heermann 2-7
Kray 2-8
Vermont Community Colleges 2-19
Heerman 3-5
Reyes 3-8
Gill 4-2
Heerman 8-1
See also JUNIOR COLLEGES

COMMUNITY INVOLVEMENT
Sexton 1-9
Cytrynbaum 2-3
Burt 3-2
McClure 3-7

COMMUNITY RELATIONS
Sugg 2-17

COMPARATIVE ANALYSIS
Blai 2A-1

COMPETENCE
Pottinger 10-4

COMPETENCY BASED EDUCATION
See Performance Based Education

CONFIDENTIAL RECORDS
Summerskill 9-3

CONSCIOUSNESS
Torbert 1-10

CONTINUING EDUCATION
Barber 3-1
See also ADULT EDUCATION

CONTINUING EDUCATION CENTERS
Dantes 2-4

CONTINUOUS LEARNING
Schultz 2-14

CONTRACT LEARNING
Lupton 2-9
Vermont Community Colleges 2-19
Clark 3-3

CONVENTIONAL INSTRUCTION
Milton 1-7
Blai 2A-1
Harmon 2A-1
Kronick 2-8
Feasley 6-1
Medsker 6-3

COOPERATIVE ASSESSMENT OF EXPERIENTIAL LEARNING
Knapp 3-6
Park 7-3
Tate 12-2

COOPERATIVE EDUCATION
Hoyt 1-5
Keeney 1-5
Wilson 1-12
Ford 2-4
Heermann 3-5
Brown 4-2
Heerman 7-2
Rinnader 10-5

COST EFFECTIVENESS
Palola 6-4 (1974)

COSTS
Lynton 1-6
Bowen 6-1
Feasley 6-1
Hamilton 6-2
Medsker 6-3
Palola 6-4 (1977)

COUNSELOR TRAINING
Shapiro 2-15

COURSE EVALUATION
American Council on Education 11-1

COURSE DESCRIPTIONS
Saral 2A-5

COURSE OBJECTIVES
Stevens 3-10

CROSS CULTURAL TRAINING
Ruopp 2-13
Saral 2A-5
Brigham Young University
Language Research Center 3-2

CULTURAL AWARENESS
Tyler 3-11

CULTURE CONTACT
Saral 2A-5
Tyler 3-11

CURRICULUM
Schlesinger 1-8
Woditsch 7-4

CURRICULUM DEVELOPMENT
Cross 1-2
Fram 1-3
Seiniger 1-9
O'Connell 2-12

DANTES
See Defense Activity for
Nontraditional Education
Support (DANTES)

DATA COLLECTION
Palola 6-4 (1977)

DECISION MAKING
Hofer 3-5

DEFENSE ACTIVITY FOR NONTRADITIONAL
EDUCATIONAL SUPPORT (DANTES)
Dantes 2-4

DEGREE REQUIREMENTS
Harris 4-3

DELAWARE COUNTY COMMUNITY COLLEGE
Kray 2-8

DELINQUENTS
Godfrey 2-5

DEWEY, JOHN
Wegner 1-11

DIRECTORIES
Dantes 2-4
Lewchuck 2-9
Tate 2-17
CAEL 3-2

DISCUSSION (TEACHING TECHNIQUE)
Hughes 2A-3

ECOLOGY
Harmon 2A-1

EDUCATIONAL ADMINISTRATION
Fincher 10-1

EDUCATIONAL ALTERNATIVES
Milton 1-7

EDUCATIONAL BENEFITS
Valley 1-11
Kuhlman 2-9
Sosdian 4-8

EDUCATIONAL EXPERIENCE
Hoyt 1-5
See also STUDENT EXPERIENCE

EDUCATIONAL FINANCE
Harper 2-6

EDUCATIONAL NEEDS
Fram 1-3
Valley 1-11

EDUCATIONAL OBJECTIVES
Society for Field Experience Education 2-15
Vermilye 2-18
See also OBJECTIVES

EDUCATIONAL OUTCOMES
Forrest 10-2

EDUCATIONAL PASSPORT
Summerskill 9-3

EDUCATIONAL PHILOSOPHY
Fram 1-3
Graham 1-4
Wegner 1-11
Ruopp 2-13
See also EDUCATIONAL THEORIES

EDUCATIONAL PLANNING
Picarelli 8-2

EDUCATIONAL PRACTICE
Schlesinger 1-8

EDUCATIONAL QUALITY
Kuhlman 2-9

EDUCATIONAL RESPONSIBILITY
Seiniger 1-9

EDUCATIONAL THEORIES
Fram 1-3
Graham 1-4
Schlesinger 1-8
Torbert 1-10
Wegner 1-11
Hall 2-6
See also EDUCATIONAL PHILOSOPHY

EDUCATIONAL TRENDS
Hamilton 6-2

EFFICIENCY
Bowen 6-1

ELEMENTARY SCHOOLS
Gardner 3-4

EL PASO COMMUNITY COLLEGE
Reyes 3-8

EMPATHY
Hoover 2A-2
Payne 2A-4

EMPIRE STATE COLLEGE
Lehman 4-5
Palola 4-6
Bradley 5-1
Palola 6-4 (1974)
Palola 6-4 (1977)

EMPLOYER ROLE
Heermann 7-2 (1977a)

EMPLOYMENT
Hoyt 1-5
See also WORK

EMPLOYMENT OPPORTUNITIES
Rippetoe 1-8

ENGINEERING EDUCATION
Bailie 2-1

ENVIRONMENTAL EDUCATION
Johnson 3-5

EQUAL EDUCATION
Vermilye 4-8

EQUIVALENCY TESTS
Dantes 2-4
Nyquist 2-11

ETHICS
Hofer 3-5

EVALUATION
Kronick 2-8
Kray 3-6
Park 7-3
Woditsch 7-4
Forrest 10-2 (1976)
Forrest 10-2 (1977)
Andrews 11-1
See also STUDENT EVALUATION & PROGRAM EVALUATION

EVALUATION CRITERIA
Knapp 3-6
Heydinger 10-3
Sackmary 11-3

EVALUATION METHODS
Kray 3-6
Stevens 5-3
Heydinger 10-3
Hogan 10-3
Sharon 10-5
Western Interstate Commission for Higher Education 10-5
Yelon 10-6

EXEMPLARY PROGRAMS
Cross 1-2
Ford 2-4

EXPERIENCE BASED CAREER EDUCATION
McClure 3-7
Northwest Regional Educational Laboratory 3-8

EXPERIMENTAL COLLEGES
Heerman 2-7

EXPERIMENTAL TRAINING UNIT
Certo 3-3

EXTERNAL DEGREE PROGRAMS
California State University and Colleges 1-1
Ford 2-4
Nyquist 2-11
Schultz 2-14
Sosdian 2-16
Blackmer 4-1
DeHaan 4-2
Sosdian 4-7

EXTERNAL DEGREE PROGRAMS (cont'd)
Sosdian 4-8
Hamilton 6-2
Medsker 6-3
Heermann 8-1
Johnson 12-1

EXTENSION EDUCATION
Mowrer 2-11

FAMILY RELATIONSHIP
Singer 2A-5

FEDERAL LEGISLATION
Goldstein 6-2

FEDERAL POLICY
Sexton 3-9
Goldstein 6-2

FIELD EXPERIENCE PROGRAMS
Sigmon 1-10
Arnold 2-1
Council on Social Work Education 2-3
Kuhlman 2-9
Lewchuk 2-9
Ruopp 2-13
Society for Field Experience Education 2-15
Gardner 3-14
Fehnel 3-14
Yelon 10-6

FINE ARTS
Hobgood 2-7

FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION
Vermilye 2-18

FOLLOW-UP STUDIES
Gill 4-2
Lehman 4-5

FORMULA FUNDING
Moss 6-3

GENERAL EDUCATION
Schlesinger 1-8
Bowen 6-1
Woditsch 7-4

GERONTOLOGY
Wasmuth 2-18

GLCA-PHILADELPHIA URBAN SEMESTER
Betts 4-1
DeHaan 4-2

GOVERNMENT ROLE
Kintzer 4-5

GOVERNANCE
Sugg 2-17

GRADUATE ADMISSIONS
Knapp 12-2

GRADUATE STUDENTS
McGovern 2-10
Institute for Personal and Career Development 8-2
Institute for Personal and Career Development 11-3

GRADUATE STUDY
Council on Social Work Education 2-3
Dantes 2-4
Institute for Personal and Career Development 8-2
Johnson 12-1
Knapp 12-2

GRADING
Yelon 10-6

GUIDELINES
Institute for Personal and Career Development 11-3

GUIDES
Sosdian 2-16
Burt 3-2
Christensen 3-3
Clark 3-3
Johnson 3-6
Kray 3-6
Northwest Regional Educational Laboratory 3-8
Christensen 7-1
Heermann 7-2 (1977a)

GUIDES (cont'd)
Heermann 7-2 (1977b)
Heermann 8-1
Picarello 8-2
Miller 9-2
See also DIRECTORIES AND MANUALS

HANDBOOKS
See MANUALS and GUIDES

HARCUM JUNIOR COLLEGE
Blai 2A-1

HEALTH CARE
Wasmuth 2-19

HEALTH OCCUPATIONS EDUCATION
Western Interstate Commission for Higher Education 10-5

HELPING RELATIONSHIP
Payne 2A-4
Shapiro 2-15

HIGHER EDUCATION
California State University and Colleges 1-1
Lynton 1-6
Seiniger 1-9
Sigmon 1-10
Arnold 2-1
Bailie 2-1
Corey 2-2
Council on Social Work Education 2-3
Ford 2-4
Kronick 2-8
Kuhlman 2-9
Medrick 2-10
O'Connell 2-12
Schultz 2-14
Society for Field Experience Education 2-15
Sugg 2-17
Vermilye 2-18
Fehnel 3-4
Kintzer 4-5
Vermilye 4-8
Summerskill 9-3
Fincher 10-1
Moss 6-3

HIGH SCHOOLS
Dantes 2-4

HOUSEWIVES
Ekstrom 7-2

INDEPENDENT STUDY
Dantes 2-4
Ford 2-4
Bowen 6-1

INDIANA UNIVERSITY CENTER FOR URBAN AFFAIRS
Kuhlman 2-9

INDIVIDUALIZED INSTRUCTION
Hall 2-5
Lupton 2-9

INDIVIDUALIZED PROGRAMS
Cheren 1-2

INSTRUCTIONAL DESIGN
Council on Social Work Education 2-3

INSTRUCTIONAL IMPROVEMENT
Cross 1-2
Hall 2-6

INSTRUCTIONAL INNOVATION
Cross 1-2

INTERCOMMUNICATION
Saral 2A-5
Brigham Young University Language Research Center 3-2
Tyler 3-11

INTERCULTURAL PROGRAMS
Tyler 3-11

INTERNSHIP PROGRAMS
Sigmon 1-10
Corey 2-2
Ford 2-4
Kronick 2-8
Lewchuk 2-9
Kuhlman 2-9

INTERNSHIP PROGRAMS (cont'd)
Muzik 2-11
Ruopp 2-13
Hofer 3-5
Heermann 7-2 (1977a)

INTERPERSONAL COMMUNICATION
Hoover 2A-2

INTERPERSONAL COMPETENCE
Certo 3-3

INTERPERSONAL RELATIONSHIP
Payne 2A-4

ISSUES
Cheren 1-2

JAMES, WILLIAM
Fram 1-3

JOB SKILLS
Seiniger 1-9

JOINT EDUCATIONAL PROJECT
Gardner 3-4
Johnson 3-5
Johnson 3-6

JUNIOR COLLEGES
Blai 2A-1
Stevens 3-10
Kray 5-2
Stevens 5-3
See also COMMUNITY COLLEGES

KOLB AND FRY EXPERIENTIAL LEARNING MODEL
Muzik 2-11

LATIN AMERICAN CULTURE
Brigham Young University Language Research Center 3-2

LEARNING
Milton 1-7 (1971)
Milton 1-7 (1976)

LEARNING CHARACTERISTICS
Mazon 2A-3

LEARNING EXPERIENCE
Society for Field Experience Education 2-15
Kray 5-2
Stevens 5-3
See also EDUCATIONAL EXPERIENCE and STUDENT EXPERIENCE

LEARNING PROCESSES
Mazon 2A-3
Certo 3-3

LEARNING STYLES
Veiga 2A-5

LEARNING THEORIES
Knowles 1-5
Wegner 1-11
Kray 5-2

LECTURE
Harmon 2A-1
Hughes 2A-3

LIBERAL ARTS
Keeney 1-5
Seiniger 1-9
Witham 1-12
Vermilye 2-18

LIFE/LEARNING EXPERIENCE ASSESSMENT PROGRAM
Kray 2-8

LITERATURE REVIEWS
Milton 1-7
Godfrey 2-5
Hall 2-6

MANAGEMENT EDUCATION
Hoover 2A-2
Hughes 2A-3
Rosen 2A-4
Veiga 2A-5

MANUALS
Cheron 1-2
Hall 2-5
Palola 6-4 (1974)
See also GUIDES

MEASUREMENT PROBLEMS
Pottinger 10-4
Sharon 10-5
Forrest 11-2

MEDICAL STUDENTS
Garrard 2-5

MENTAL HEALTH PROGRAMS
Barber 3-1

MENTORS
Bradley 5-1

METHODS
Cheren 1-2

MICHIGAN STATE UNIVERSITY
Yelon 10-6

MINIMAL COMPETENCIES
Andrews 11-1
See also STANDARDS

MINORITY GROUPS
Brown 4-2

MODELS
Mazon 2A-3
Muzik 2-11
Certo 3-3
Fehnel 3-4
Gill 4-2
Palola 6-4 (1974)
Woditsch 7-4

MORAL DEVELOPMENT
Graham 1-4

NONCREDIT COURSES
Dantes 2-4

NONTRADITIONAL STUDENTS
Mowrer 1-7
Kray 2-8
Nolan 5-2
Ekstrom 7-2

NORTH CAROLINA INTERNSHIP OFFICE
Corey 2-2

NURSING
Western Interstate Commission for Higher Education 10-5

OBJECTIVES
Medrick 2-11
See also EDUCATIONAL OBJECTIVES

OBSERVATION
Hoover 2A-2
McKean 10-4

OUTDOOR EDUCATION
Godfrey 2-5
Medrick 2-10
McKean 10-4

OUTWARD BOUND
Godfrey 2-5
Medrick 2-10
McKean 10-4

PARTICIPANT SATISFACTION
Betts 4-1
Hassler 4-4

PARTS PARTY
Hess 2A-2

PATIENT ENCOUNTER PROJECT
Garrard 2-5

PEACE CORPS
Ruopp 2-13

PEER COUNSELING
Payne 2A-4

PERFORMANCE BASED EDUCATION
Schlesinger 1-8
Hall 2-6
Schultz 2-14
Strange 2-16
Vermont Community Colleges 2-19
Woditsch 7-4
Andrews 11-1

PERFORMANCE PROBLEMS
Mager 10-3

PERFORMANCE TESTS
Andrews 11-1

PERSONALITY DEVELOPMENT
Redmond 4-7

PERSONALITY STUDIES
Hess 2A-2

POLICY FORMATION
Rosen 2-12

PORTFOLIOS
Stevens 3-10
Christensen 7-1
Heermann 7-2 (1977b)
Stephens College Without Walls 7-4
Institute for Personal and Career Development 8-2
Miller 9-2
Sackmary 11-3
Johnson 12-1

POST-SECONDARY EDUCATION
Cheren 1-2
Sexton 1-9
Rosen 2-12
Knapp 3-6
Kray 3-6
Kintzer 4-5
Forrest 11-2
See also COLLEGES, COLLEGE STUDENTS, HIGHER EDUCATION, UNDERGRADUATE STUDY, and UNIVERSITIES

PRACTICUUMS
Shapiro 2-15

PROBLEMS
Cheren 1-2
Lynton 1-6
Hall 2-6
Rosen 2-12
Sexton 3-9 (1974)
Harding 5-1
Mager 10-3

PROFESSIONAL EDUCATION
Arnold 2-1
Strange 2-16
Sugg 2-17

PROFESSIONAL TRAINING
Johnson 12-1

PROGRAM ADMINISTRATION
Heerman 3-5
Sexton 3-9 (1974)

PROGRAM DESCRIPTIONS
Mowrer 1-7

PROGRAM DEVELOPMENT
Mowrer 1-7
Wegner 1-11
Hall 2-6
Heerman 2-7
Medrick 2-10
Rosen 2-12
Barber 3-1
Christensen 3-3
Fehnel 3-4
McClure 3-7

PROGRAMED INSTRUCTION
Bowen 6-1

PROGRAM EFFECTIVENESS
Palola 6-4 (1974)
Sexton 1-9
Veiga 2A-5
Blackmer 4-1
Brown 4-2
Sosdian 4-7
Sosdian 4-8

PROGRAM EVALUATION
Bailie 2-1
Godfrey 2-5
Harper 2-6
Muzik 2-11
Hofer 3-5
Gill 4-2
DeHaan 4-2
Palola 4-6
Palola 6-4 (1977)

PROGRAM IMPLEMENTATION
Sexton 3-9
Wilson 3-11

PROGRAM IMPROVEMENT
Fehnel 3-4
Knapp 3-6

PROGRAM PLANNING
Christensen 3-3

PROJECT OUTREACH
Cytrynbaum 2-3

PROJECT SYLLABUS METHOD
Lupton 2-9

PSYCHOLOGICAL SERVICES
Payne 2A-4

PSYCHOLOGY
Cytrynbaum 2-3
Hess 2A-3
Pollack 2A-4

RELIABILITY
Pottinger 10-4

RELIGIOUS EDUCATION
Muzik 2-11

RESEARCH
Milton 1-7

RESOURCE ALLOCATION
Harris 4-3

RESOURCE GUIDES
Nyquist 2-11
See also DIRECTORIES

ROLE PLAYING
Graham 1-4
Hoover 2A-2

RURAL PHYSICIAN ASSOCIATE PROGRAM
Garrard 2-5

SCHOOL COMMUNITY COOPERATION
Reyes 3-8

SCHOOL COMMUNITY RELATIONSHIP
Gardner 3-4

SCHOOL INDUSTRY RELATIONSHIP
Fram 1-3
Hoyt 1-5
Vermilye 2-18

SECONDARY SCHOOLS
Gardner 3-4
McClure 3-7
Northwest Regional Educational Laboratory 3-8
Blackmer 4-1

SELF ACTUALIZED MODEL
Bailie 2-1

SELF CONCEPT
DeHaan 4-2

SELF EVALUATION
Vermont Community Colleges 2-19

SERVICE EDUCATION
Sigmon 1-10
Sexton 2-15

SERVICE LEARNING RESOURCE CENTER
Sexton 2-15

SEX BIAS
Rosen 2A-4

SHORT COURSES
Johnson 3-5
Johnson 3-6

SIMULATION
Fincher 10-1

SINCLAIR COMMUNITY COLLEGE
Heerman 2-7
Heermann 7-2 (1977b)
Heerman 8-1

SOCIAL WORK
Council on Social Work Education 2-3

SOCIOLOGY
Rippetoe 1-8

SKILL DEVELOPMENT
Certo 3-3

SPECIAL DEGREE PROGRAMS
Schultz 2-14

STANDARDS
Sharon 10-5
See also MINIMAL COMPETENCIES

STATE PROGRAMS
Corey 2-2

STATE UNIVERSITIES
Sexton 3-9 (1974)

STUDENT ATTITUDES
DeHaan 4-2

STUDENT CHARACTERISTICS
Graham 1-4
Kray 2-8
Knapp 3-6
Betts 4-1
Sosdian 4-7

STUDENT COSTS
Bowen 6-1
Medsker 6-3

STUDENT EVALUATION
Hall 2-5
Heermann 2-7
Muzik 2-11
Stevens 3-10
Kray 5-2
Stevens 5-3
Feasley 6-1
Park 7-3
Heydinger 10-3
Hogan 10-3
Rinnader 10-5
Sharon 10-5
Western Interstate Commission for Higher Education 10-5
Yelon 10-6

STUDENT EVALUATION (cont'd)
Forrest 11-2
Institute for Personal and Career Development 11-3
Knapp 12-2
Tate 12-2

STUDENT EXPERIENCE
Stevens 3-10
See also EDUCATIONAL EXPERIENCE and LEARNING EXPERIENCE

STUDENT PERSONNEL SERVICES
McGovern 2-10

STUDENT RECORDS
Summerskill 9-3
Knapp 12-2
Tate 12-2

STUDENT SATISFACTION
See PARTICIPANT SATISFACTION

STUDENT ROLE
Mazon 2A-3
Heermann 7-2 (1977b)

TAXONOMIES
Park 7-3

TAYLOR UNIVERSITY
Muzik 2-11

TEACHER ATTITUDES
Kray 5-2
Nolan 5-2
Stevens 5-3

TEACHER EDUCATION
Knowles 1-5

TEACHER ROLE
Mazon 2A-3
Pollack 2A-4
Harding 5-1
Heermann 7-2 (1977b)

TEACHER SELECTION
Knowles 1-5

TEACHING METHODS
Knowles 1-5
Milton 1-7 (1971)
Milton 1-7 (1976)
Hess 2A-2
Hughes 2A-3
Singer 2A-5
Bowen 6-1

TEST RELIABILITY
Sharon 10-5

TEST SELECTION
Andrews 11-1

TEST VALIDITY
Sharon 10-5

T GROUPS
Hughes 2A-3

TRADITIONAL INSTRUCTION
Use CONVENTIONAL INSTRUCTION

TRADITIONAL SCHOOLING
Knowles 1-5
Lynton 1-6

TRAINING TECHNIQUES
Certo 3-3
See also TEACHING METHODS

TRANSFER OF TRAINING
Certo 3-3

TRANSFER POLICY
Kintzer 4-5

TRANSFER PROGRAMS
Gill 4-2

UNDERGRADUATE STUDY
Dantes 2-4
Hall 2-5
O'Connell 2-12
Wasmuth 2-19
Gardner 3-4
Johnson 3-5
Johnson 3-6

UNDERGRADUATE STUDY (cont'd)
Brown 4-2
Hassler 4-4
Redmond 4-7
Woditsch 7-4
Johnson 12-1
Knapp 12-2
Harmon 2A-1
Lukenbill 2A-3
Pollack 2A-4
Dantes 2-4
See also COLLEGES, COLLEGE STUDENTS, HIGHER EDUCATION, POST-SECONDARY EDUCATION, and UNIVERSITIES

UNEMPLOYMENT
Sexton 3-9

UNITS OF STUDY
Saral 2A-5

UNIVERSITIES
Dantes 2-4
Sugg 2-17
See also COLLEGES, COLLEGE STUDENTS, HIGHER EDUCATION, and POST-SECONDARY EDUCATION

UNIVERSITY OF KENTUCKY
Arnold 2-1
Sexton 2-15
Hofer 3-5

UNIVERSITY OF MASSACHUSETTS
Hall 2-5
Strange 2-16

UNIVERSITY OF MICHIGAN
Cytrynbaum 2-3

UNIVERSITY OF MINNESOTA
Garrard 2-5

UNIVERSITY OF MISSOURI AT COLUMBIA
Mowrer 2-11

UNIVERSITY OF NEBRASKA
Harding 5-1

UNIVERSITY OF PITTSBURGH
Sugg 2-17

UNIVERSITY OF SOUTHERN CALIFORNIA
Gardner 3-4
Johnson 3-5
Johnson 3-6
Redmond 4-7

UNIVERSITY WITHOUT WALLS PROGRAM
Hall 2-5

UNIVERSITY YEAR FOR ACTION
Ford 2-4

URBAN SEMESTER PROGRAM
Redmond 4-7

URBAN YOUTH
Godfrey 2-5

VALIDITY
Godfrey 2-5
Pottinger 10-4

VERBAL BEHAVIOR
Torbert 1-10

VOCATIONAL DEVELOPMENT
McGovern 2-10
Brown 4-2

VOLUNTEER TRAINING
Ruopp 2-13

VOLUNTEERS
Ekstrom 7-2

WASHINGTON INTERNATIONAL COLLEGE
Picarelli 8-2

WOMEN
Brown 4-2
Ekstrom 7-2
Sackmary 11-3

WOMENS PROGRAMS
Blai 2A-1
Sackmary 11-3

WORK
Vermilye 2-18
See also EMPLOYMENT

WORK EXPERIENCE
Hoyt 1-5

WORK EXPERIENCE PROGRAMS
Hoyt 1-5
Sexton 1-9
McGovern 2-10
Rosen 2-12

WORK STUDY PROGRAMS
Shirk 1-10
Ford 2-4